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ABSTRACT

This classroom guide instructs secondary school students about the registration process, the voting process, and the importance of the American electoral system. The goal is to encourage students to participate in the electoral process. Although the guide focuses most heavily on the specifics of voter education in Rhode Island, it is also applicable to other states. The four units cover the following topics: the importance of voting, procedures for registering to vote, the use of the voting machine, and how to run for office. Each unit includes a glossary of pertinent terms, a variety of suggested activities, and points for discussion. The appendices provide several sections of supplementary readings for those teachers who wish to pursue a more complete coverage of selected political issues, including the role of the media, the two party system, voting patterns, and special interest groups. Eighteen student handouts corresponding to the first three units in the "Voter Education Manual" for secondary schools are provided in an appended volume. Topics are the importance of voting, the registration process, and the voting process. Activities include unscrambling letters to find the appropriate word to complete sentences, finding words embedded in a puzzle, question and answer sheets, copies of newspaper articles and advertisements about issues dealing with the electoral process, and an exercise asking students to evaluate media coverage. Answers to the exercise are provided in a separate section. (IS)

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VOTER EDUCATION MANUAL FOR SECONDARY SCHOOLS

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VOTER EDUCATION MANUAL FOR SECONDARY SCHOOLS

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Many people have contributed a great deal of time and energy to the development of this voter education manual. Our sincere appreciation is extended to:

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STATE OF RHODE ISLAND & PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
22 Hayes Street
Providence, R.I. 02908

J. Troy Earhart
Commissioner

October 1, 1984

A MESSAGE FROM THE COMMISSIONER

Voter apathy, particularly among citizens under 21 years of age, is viewed as one of the most serious problems facing our country today. An informed and participating electorate is essential to maintain our nation's strength and offers to each of us a voice in the decision-making process.

The exercise of our voting privilege is a right and responsibility which we cannot take lightly. I encourage you to exercise your choice at the polls — register and vote.

Your vote can make a difference!

J. Troy Earhart
Commissioner of Education

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State of Rhode Island and Providence Plantations
OFFICE OF THE SECRETARY OF STATE
STATE HOUSE
PROVIDENCE
02903

Susan L. Farmer
Secretary of State

Dear Reader:

One of my greatest concerns as a public official is that not enough attention has been paid to teaching potential voters the fundamentals of participating in elections. Of equal concern is the lack of a comprehensive program to instill in young adults a deep seated respect for our democratic processes.

It is my sincere hope that this booklet will assist teachers and students in beginning to address some of these concerns. If our democratic system is to survive and flourish, young adults must be impressed that their right to vote is an essential freedom and the exercising of that right is a valuable contribution to society.

The creation of this booklet has been shared by many individuals, most notably Alfred Balasco, Chairman of the Social Studies Department at Smithfield High School, and his team of teachers who helped write and edit the text of this publication. Their contribution and that of the advisory panel that reviewed and commented on the text was greatly appreciated.

Remember to register and vote. You can make a difference!

Sincerely,

Susan L. Farmer
Secretary of State

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PREFACE

This manual is not intended as a new social studies program or a complete course in civics. Rather it is intended to be a classroom guide for students and a resource for teachers in the difficult but very important task of instructing students about registering, voting, and participating in the electoral process.

The four units cover the following topics: the importance of voting, procedures for registering to vote, the use of the voting machine, and how to run for office. Each unit includes a glossary of pertinent terms, a variety of suggested activities that should be modified by the teacher to meet students' needs, and points for discussion. The appendices provide several sections of supplementary readings for those teachers who wish to pursue a more complete coverage of selected political issues. A list of resource persons and organizations has also been incorporated.

It is hoped that, through the use of this manual, the voter education program in the schools will motivate students to register, vote, and participate actively in the political system.

*The night-lighted
Rhode Island State House.
(Providence Public Library photo)*





DEMOCRAT

CITY TICKET



DEMOCRAT



REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN

MR. REPUBLICAN



MR. REPUBLICAN

UNIT 1

WHY VOTING IS IMPORTANT

- A. Introduction
- B. Voter Participation
- C. Categories of the Electorate
- D. Some Statistics on Voter Percentages
- E. How Important Is One Vote?
- F. Why Vote?
- G. When Can I Vote?
- H. Activities For Unit I
- I. Glossary For Unit I

*Inside the voting booth
(Providence Journal staff photo)*

UNIT 1

WHY VOTING IS IMPORTANT

OBJECTIVES:

1. To understand that participation in government by means of the vote is a means of preserving our democratic processes.
2. To recognize that voting is the most basic obligation of a citizen.
3. To understand the relationship between voter participation and citizen control of those who make governmental policies.
4. To understand the importance of accepting the responsibility of voter participation.

A. INTRODUCTION

The American political system of representative government rests upon the involvement of its citizens in the electoral process. Indeed, our system is impossible without the active participation of citizens in selecting government officials and indicating their support or rejection of various referenda. Political parties can hold their conventions, the selected candidates can travel the campaign trail, the states can run the elections, but all this will be to no avail unless the citizens go to the polls on election day to indicate their choice. The voting citizen makes American democracy what it is.

President John F. Kennedy's eloquent plea, "Ask not what your country can do for you; ask what you can do for your country," can be answered by faithful participation in local, state, and national elections. Voting is the most basic means available to the average person to help preserve our democracy. Each incident of exercising the right to vote strengthens our political system; each incident of neglect weakens it. Therefore, each citizen must take seriously the voting privilege and understand it as the primary obligation of each individual in our American democracy.

It has been said that people receive the kind of government they deserve. Government officials are chosen by voters who stay away from the polls as well as by those who willingly exercise their franchise. This fact is often ignored by the non-voters who smugly enjoy their supposed non-involvement in the selection of an unworthy or incompetent official. The fact is that every citizen has an impact on every election, for even one vote not cast is going to hurt some candidate and help another.

The conscientious voter will want to become familiar with the candidates and their programs and will seek information on the various referenda to be decided. Consequently, the habitual voter becomes a better citizen who will learn more and more about the political process and the options of power open to each citizen.

The key to generating a highly-motivated citizenry in our American democracy is understanding the crucial role played by the citizens whose duty it is to select leaders for the most powerful and influential country in the world. The participation of American citizens in the voting process is, therefore, of vital importance, not only for the good of the United States, but also for the entire world.

B. VOTER PARTICIPATION

While the importance of voting in a democratic nation is universally recognized, a large percentage of Americans, for one reason or another, fail to go to the polls on election day. While many reasons are given for the failure to vote, few are satisfactory. It is significant to note that in America, a country which spent \$199.8 billion in 1982 to educate its young people, the lowest percentage of voter turnout is in the 18-24 age group.

Some of the categories and characteristics of voters and non-voters are as follows:

C. CATEGORIES OF THE ELECTORATE

CHARACTERISTICS OF THE ELECTORATE

1. THE INVOLVED

Individuals who vote, are well informed, and take the lead in getting things done either through seeking elected office or joining special interest groups or other organizations.

2. PARTICIPANTS

Individuals who vote regularly and take an interest in politics.

3. NON-VOTERS

This includes about 50% of the population who rarely vote, are not well informed or politically interested, and feel powerless.

4. ALIENATED

A small segment of the population that is so turned off by their view of the system that they refuse to participate and may even fight against the system.

POINTS FOR DISCUSSION:

1. Using the information provided above, four students will role play each voter type and engage in a discussion of a current election.
2. Which voter-type best describes the people in your neighborhood or community?
3. Which groups or individuals would you call the alienated? What causes people to be at odds with the system?
4. What reasons might non-voters give for not fulfilling their obligations as voters?



*R.I. Governor J. Joseph Garrahy
on the campaign trail.
(Providence Journal staff photo)*

**D. SOME STATISTICS
ON VOTER
PERCENTAGES**

**PERCENTAGE OF AMERICANS
WHO VOTED IN SELECTED ELECTIONS**

Year	Eligible Voters (millions)	Presidential Election	House of Representatives	Off-Year Election House of Representatives
1982	165.5	—	—	39.98%
1980	157.1	53.95%	49.6%	—
1978	151.6	—	—	36.49%
1976	146.5	55.66%	50.8%	—
1974	141.3	—	—	37.15%
1972	136.2 (18 yr. olds now voting)	57.06%	52.44%	—
1970	124.4	—	—	43.54%
1968	116.5	62.84%	56.89%	—

SOURCE: U.S. Bureau of the Census, Department of Commerce,
Statistical Abstract of the United States, 1982-83.

**POINTS FOR
DISCUSSION:**

1. What reasons might account for the continued decrease in voter participation between 1968 and 1980?
2. Why do you think voter turnout for off year elections for House of Representatives is significantly lower than during the presidential election years?
3. What might explain the differences in votes cast for President and House of Representatives in 1968, 1972, 1976 and 1980 by the same voters?
4. What suggestions might you make to encourage more people to vote?
5. Prepare a bar graph with the left vertical line showing millions of voters (from 5 to 65 million) and the bottom horizontal line showing election years (1968 to 1980). Students will plot a green bar in each presidential election to show votes cast for President and a blue bar in each presidential election to show votes cast for House of Representatives. A red bar will be used in off-year elections to show votes cast for House of Representatives. Draw a green line to connect the tops of the green bars, a blue line for the blue bars, and a red line for the red bars. Interpret the change in voting patterns as shown by the bar graph once it is completed.

**E. HOW IMPORTANT
IS ONE VOTE?**

The following three examples demonstrate the importance of each person's vote:

1. November 7, 1978 — In the Rhode Island Senatorial election in the 29th District, incumbent Democrat F. Daniel Russell and Republican challenger Michael Flynn each received 4,110 votes. One vote for either candidate would have decided the election. Therefore, to determine the outcome, a special election was required and was eventually held on January 9, 1979. F. Daniel Russell received 2,038 votes and Michael Flynn received 2,546 votes.

a. How would you account for the lower voter turnout in the special election on January 9, 1979? Would weather or time of year be considered factors here?

b. What requirements currently exist in Rhode Island for holding special elections? Consult the book, **Election Laws of the State of Rhode Island**.

2. In the 1960 Presidential election, John F. Kennedy defeated Richard M. Nixon in the popular election by less than one vote per precinct.

Total vote cast: 68.8 million

Kennedy/Johnson popular vote: 34.2 million (49.7%)

Nixon/Lodge popular vote: 34.1 million (49.5%)

Kennedy's plurality of 100,000 votes from over 100,000 polling places was very slim.

3. In 1844, friends coaxed a grain miller from DeKalb County in Indiana into voting. The candidate he voted for was elected to the Indiana legislature by one vote. At that time, U.S. senators were still elected by state legislatures. When the Indiana legislature convened to select its U.S. senator, the man from DeKalb County cast the deciding vote that sent Edward Allen Hennegan to the U.S. Senate. Hennegan eventually became President Pro Tem of the Senate. When the question of statehood for Texas arose, there was a tie vote. Hennegan broke the tie. Texas was admitted to the Union because a miller in DeKalb County, Indiana, went ten minutes out of his way to cast **one** vote.

F. WHY VOTE?

1. To create leaders.
2. To help select officials who will reflect our own point of view.
3. To become an active participant in our political system.
4. To help create good government.
5. To help in selecting national, state, and local government officials.
6. To exercise our right and privilege as American citizens.

**POINTS FOR
DISCUSSION:**

1. What are the qualities of a political leader?
2. Name an elected official whose point of view you share; name one with whom you disagree.
3. For what reasons might a person not vote or not want to vote?
4. Give examples of good government vs. ineffective government.
5. Which amendments to the United States Constitution protect and broaden the right of citizens to vote?

G. WHEN CAN I VOTE?

The voter may exercise the right to vote on the following occasions:

- | | |
|----------------------------------|---|
| A. PRIMARIES | PRESIDENTIAL PREFERENCE AND DELEGATE
SELECTION
STATE |
| B. GENERAL ELECTION | PRESIDENTIAL ELECTORS
CONGRESSIONAL
STATE
LOCAL |
| C. OFF-YEAR
NATIONAL ELECTION | CONGRESSIONAL
STATE
LOCAL |
| D. STATE/LOCAL | GENERAL OFFICES
GENERAL ASSEMBLY
CITY/TOWN |
| E. SPECIAL ELECTIONS | REFERENDA
ELECTIONS DICTATED BY CIRCUMSTANCES
AND REQUIRED BY LAW |

**POINTS FOR
DISCUSSION:**

1. Give an example of a special election of which you are aware. What circumstances dictated the holding of this special election?
2. What elective offices are associated with:
 - a. the national government?
 - b. the state government?
 - c. local government?

*President John F. Kennedy
addresses business editors and publishers
in Washington, Sept. 26, 1962.
(Associated Press wirephoto)*





*Rhode Island's U.S. Senator
Claiborne Pell speaking at a conference.
(Providence Journal staff photo)*

ACTIVITIES FOR UNIT I

1. Engage in role-playing:
Student A is an apathetic voter;
Students B and C argue persuasively to convince Student A to become involved in the political process.
2. Research the voting procedures in other countries such as Australia, Britain, Canada, France, Japan, Poland, Costa Rica, Switzerland, West Germany, and the U.S.S.R. Determine the following:
When are elections held?
How often?
Who is eligible to vote?
Is there a choice of candidates?
Is there a penalty for non-participation?
3. Compose letters to heads of the governments of the countries mentioned above asking for their views on the importance of voting and what their countries do to educate citizens on the importance of voting. Teachers will review the proper forms and salutations for these letters. Students will share their responses with the class.
4. Write a description of a United States in which the citizens are not allowed to vote or only a small percentage qualify to vote.
5. If video equipment is available, have students compete to produce a superior television ad on the importance of voting.
6. Using a tape recorder, prepare radio ads on the importance of voting.
7. Describe how the citizens of the United States could gradually lose their right to vote.
8. Pretend to be a candidate who lost by one vote addressing a supporter who failed to get to the polls on election day.
9. Using the **Readers' Guide to Periodical Literature** and statistical materials (e.g., various almanacs or the **Statistical Abstracts of the U.S.**), research reasons people gave for not voting in elections.
10. Make original art posters showing the importance of the voting process.
11. Conduct an evening "Meet Your Town's Candidates Night." The activity may be conducted by Model Legislature or Close Up activities.

**I. GLOSSARY
OF TERMS
FOR UNIT I**

CIVIL LIBERTIES:	rights of individuals and organizations to be protected from government interference in the exercise of freedom guaranteed by the Constitution.
CIVIL RIGHTS:	rights of individuals to equality under the law.
CONSTITUENCY:	people represented by particular elected officials.
CONSTITUTIONAL AMENDMENT:	additions to or changes in the Constitution.
CONSTITUTION:	written or unwritten fundamental principles that govern a nation, state or organization.
DISENFRANCHISED:	refers to people who have lost a right such as the right to vote; can also be used in the figurative sense of being able to vote, but with the feeling that your vote has lost its significance.
DISTRICT:	an area served by a representative; an area within which one votes; any area assigned a specific representation or restriction.
ELECTORS:	persons qualified to vote.
ELECTORATE:	the voting population.
FRANCHISE:	a legal right or privilege, especially the right to vote.
INCUMBENT:	a person who holds an office, especially one seeking re-election.
INSURGENT:	a person who acts contrary to the policies and decisions of his political party.
POPULAR VOTE:	direct vote by the people in elections.
RECALL:	a procedure by which a public officer may be removed from office by the vote of the people.
SUFFRAGE:	the right to vote.



*Women registering to vote for the first time in the Presidential election of 1920.
(Providence Journal staff photo)*

*Rallies and parades generate public interest in the political process.
(Providence Journal staff photo)*



CHAFFEE
CAN
DO IT

CHAFFEE

AND 12
NEEDS
CHAFFEE

LAZARUS
MAYOR

General Election
YOU CAN TRUST
JOHN H.
CHAFFEE

VIOLATION

PRESENTATION

for
ROBERT
Orinmy Robert
Democrat for Attorney Ge

6. con
LOLO
CHT
Sec

REAGAN-BUSH
22

UNIT II

THE REGISTRATION PROCESS

- A. Introduction
- B. Registration in Rhode Island
- C. Eligibility to Vote
- D. Party Affiliation
- E. Activities for Unit II
- F. Glossary of Terms for Unit II

*Campaign literature is
used by all levels of office seekers.*

UNIT II

THE REGISTRATION PROCESS

OBJECTIVES:

1. To understand the importance of registration as the initial step in the voting process.
2. To learn the requirements and procedures involved in registering to vote.
3. To become familiar with the forms utilized in the registration procedure.
4. To become motivated to register in order to be eligible to vote.

A. INTRODUCTION

Registration is a prerequisite for voting. It means filing one's legal name and address with the local town or city officials for the purpose of identification on election day. Since one's right to vote is one of the most basic privileges of an American citizen, it is important that this right be protected as much as possible. Registration helps to do this.

No one can walk into the polling place and cast a vote in your name because of the strict regulation of the registering and voting procedures. Attempts to vote fraudulently, that is, to vote in someone else's name, are punishable by law. Although fraud and corruption have been serious problems in the past, these crimes have been greatly diminished in recent times.

To qualify as a registered voter one must be a United States citizen, age eighteen or over, and a legal resident of one of the fifty states for at least thirty days. Clearly, these are not difficult requirements. Yet, many people neglect to register. Indeed, failure to register is the excuse most often given by the non-voters on election day.

In 1983 Rhode Island's Secretary of State established the Task Force on Voter Education to address this problem. One of the recommendations of this advisory group was the initiation of a program of voter education in the schools complete with the registering of eligible students and instruction in the use of the voting machines.

In our society at large, great stress is put on the importance of voting, but too often the necessity of registering in order to be eligible to vote is ignored. It is hoped that the information provided in this unit will create an awareness of the significance of becoming a **registered** voter, and that young people will see this as an important step towards achieving the status of adulthood.

B. REGISTRATION IN RHODE ISLAND

1. WHO MAY REGISTER TO VOTE?

Any Rhode Island resident age eighteen or over who is a citizen of the United States, and who has established legal residence in a city or town of this state for at least thirty days may register as a voter in that city or town. Naturalized citizens registering for the first time must provide their naturalization papers at the time of registering.

Registration is an important matter, and the State of Rhode Island imposes a fine and/or a prison sentence for falsifying registration information.

2. **HOW AND WHERE
DO YOU REGISTER
TO VOTE?**

You may register Monday through Friday during business hours at your local board of canvassers which is usually located at the city or town hall, but registrars are often available during evening hours at other locations. Both major political parties and the League of Women Voters are allotted a number of voter registration agents who can arrange for you to complete your registration at a convenient time and place. Members of the General Assembly and many public officials are also voter registration agents willing to assist you. Of special interest to the secondary school student is the fact that the laws of the State of Rhode Island authorize each high school principal to become a registration agent or designate other responsible persons within the school as registrars. This greatly facilitates the conducting of a voter registration drive during which all those eligible might be registered. Such a project, of course, requires the assistance of the local board of canvassers. At the end of this unit may be found a list of all local boards of canvassers together with their addresses and telephone numbers.

When you appear before a duly authorized registration agent, you will be asked to give your name, address, place and date of birth, and the date you last moved to or within Rhode Island. You must also sign the registration form which is reproduced below.

SAMPLE FORM FOR VOTER REGISTRATION

CITY OR TOWN

PARTY DESIGNATION			
LAST NAME (PRINT)		FIRST NAME (PRINT)	MIDDLE NAME OR INITIAL (PRINT)
HOUSE NO.		STREET AVENUE BLVD. ZIP CODE	
SOCIAL SECURITY NUMBER		MAILING OR POST OFFICE ADDRESS IF NOT THE SAME	
DATE OF REGISTRATION		VOTING DESIGNATION	
MONTH	DAY YEAR	REP. DIST.	WARD DIST. SEN. DIST. PLACE
DATE REGISTRANT LAST CAME TO RESIDE IN STATE		DATE REGISTRANT LAST CAME TO RESIDE IN CITY OR TOWN	
MONTH	DAY YEAR	MONTH	DAY YEAR
DATE REGISTRANT LAST CAME TO RESIDE IN STATE		LAST PRIOR RESIDENCE OUTSIDE OF CITY OR TOWN	
MONTH		DAY	YEAR
NATURALIZED BY CHECK 1, 1 PROPER SPACE BELOW		IF NATURALIZED BY PARENTS OR SPOUSE'S PAPERS OR MARRIAGE	
OWN PAPERS ☐	PARENT'S PAPERS ☐	SPOUSE'S PAPERS ☐	PARENT'S OR SPOUSE'S NAME AND PLACE OF BIRTH
COURT	CITY	STATE	DATE
I HAVE NOT SERVED A PRISON SENTENCE UPON FINAL CONVICTION OF A FELONY NOR HAVE BEEN LAWFULLY ADJUDICATED NON COMPOS MENTIS		I DECLARE UNDER PENALTY OF PERJURY THAT ALL OF THE INFORMATION I HAVE PROVIDED ON THIS FORM IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE IF INCAPACITATED OR OTHERWISE HIS OR HER NAME ☐	
SIGNATURE OF REGISTRATION OFFICER AGENT AND/OR WITNESS		SIGNATURE OF REGISTRANT	
VOTING RECORD		17-1-3-2 FORM OF IDENTIFICATION PRESENTED	
YEAR	1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982 1983		
SPECIAL			
PRIMARY			
GENERAL			
NAME		FOR USE BY BOARD OF CANVASSERS ONLY ALTERNATIVE PROOF OF RESIDENCY	

BEST COPY

You will be asked to show at least one of the following proofs of residence:

- (a) address on an automobile registration or driver's license
- (b) address from which your last federal or state income tax was filed
- (c) address given to obtain credit cards
- (d) address given to insurance companies, financial institutions where you have accounts, or organizations of which you are a member
- (e) address given to tax collector for notification purposes in communities where you own taxable property
- (f) address given to your employer
- (g) address given to government agencies with which you have contact
- (h) address shown on high school report card (during an on-site school registration drive)

A utility bill is not presently acceptable, even though it carries the voter's correct address. A person unable to provide one of the approved forms of identification can be registered only by a member of the local board of canvassers who will determine what alternative proof of residence will satisfy the requirements of the state board of elections.

Close observation of the top line of the registration form shows that space is set aside for the person registering to declare a party designation. Under a law passed by the Rhode Island General Assembly, any person registering to vote may choose to register as a Democrat or Republican or may choose to remain unaffiliated by not claiming a party designation.

3. VERIFICATION OF REGISTRATION

When you register for the first time or change your address, a card will be sent to the address from which you register. It must be signed and returned to the board of canvassers within fifteen days. If your signature does not match the one on your registration form, or if you do not return the card, **YOU WILL NOT BE ALLOWED TO VOTE.**



The following is a sample card used for verification of residence:

PLEASE READ THE ATTACHED CARD CAREFULLY

PLEASE SIGN THE ATTACHED CARD WHERE INDICATED AND RETURN
TO YOUR LOCAL BOARD OF CANVASSERS.

Tear on perforation and return bottom card
to local board of canvassers.

Date: _____

Our records indicate that you have registered to vote in city/town
of _____

Pursuant to Section 17-1-3.3 of the Election Laws of the State of
Rhode Island, you are required to **SIGN THIS CARD** in the same
manner that you signed your voter registration form, or transfer of
registration form, and you are to **RETURN THIS CARD** to your
local board of canvassers **WITHIN FIFTEEN (15) DAYS** from the
above date.

If the signature on this card does not match the one appearing on
the registration form or if this card is not returned to us within
15 days, your name will be placed on a list of inactive voters and
you will not be permitted to vote until proof of residency in ac-
cordance with Section 17-1-3.1 is provided to this board.

Board of Canvassers

Signature of Voter (as it appears on registration form)

4. **HOW OFTEN
MUST I REGISTER?**

Registration is permanent in Rhode Island. You will not need to register again unless:

- (a) You change your name (marriage, legal court name change)
- (b) You move to another city or town
- (c) You do not vote at least once every 5 years.

If you move within your community, notify your local board of canvassers in person with proof of your new address.

BEST COPY

**5. HOW DO I
REGISTER
IF I AM ILL
OR DISABLED?**

If you are unable to appear at the local board of canvassers in person because of illness or physical or mental disability, you may apply in writing to the local board for registration forms. Your application must be accompanied by a certificate from a licensed physician or Christian Science practitioner containing the following information:

- (a) location of the physician's or practitioner's medical offices
- (b) date of last examination

(c) statement that because of illness or disability you are unable to register in person

You will be sent a registration form which you will sign, have witnessed, and return to the local board of canvassers.

C. ELIGIBILITY TO VOTE

**1. WHO IS ELIGIBLE
TO VOTE?**

Article XXXVIII of the Constitution of the State of Rhode Island specifically addresses the issue of who may vote in this state:

**ARTICLE OF AMENDMENT,
ADOPTED NOVEMBER 6, 1973.**

**ARTICLE XXXVIII.
OF SUFFRAGE**

SECTION 1. Every citizen of the United States of the age of eighteen years or over who has had his residence and home in this State for thirty days next preceding the time of voting, who has resided thirty days in the town or city from which he desires to vote, and whose name shall be registered at least thirty days next preceding the time of voting as provided by law, shall have the right to vote for all officers to be elected and on all questions submitted to the electors, except that no person who has been lawfully adjudicated to be non compos mentis shall be permitted to vote. Nor shall any person otherwise qualified to vote as provided in this Article be permitted to vote while serving a prison sentence on final conviction of a felony nor subsequent to such imprisonment until the franchise shall have been restored by an Act of the general Assembly. The General Assembly may provide by law for shorter state and local residence requirements to vote for electors for President and Vice President of the United States.

**2. WHERE AND WHEN
DO YOU VOTE?**

Your voting district is determined by your place of residence. Although the polls (or voting places) in Rhode Island all close at nine o'clock in the evening, the opening times vary between 7 a.m. and noontime. Always check your local newspaper to see where you are to vote, and to determine the hours for voting. If you miss the newspaper advertisement, call your local board of canvassers or the League of Women Voters to find out when and where to vote.

3. HOW DO YOU IDENTIFY YOURSELF AT THE POLLS?

When you enter the polling place, you will be given a ballot application form which you must sign. Your signature will be compared with that on your original registration card in order to prove your identity. A sample of this ballot application appears below:

STATE OF RHODE ISLAND
BALLOT APPLICATION
(Poll List)

PRIMARY

Rep. Dist.
Vot. Dist.

I hereby certify that I am a Registered and qualified Elector in the above voting district of

and hereby make application for Ballots to be voted at this Primary.

Under the penalty of perjury I hereby swear and attest that I am the named registered and qualified voter registered at the above listed address.

Nº 246

.....
(Signature of Voter)

.....
(Residence of Voter)

Approved.....
(Supervisor of Election)

4. WHO IS ELIGIBLE TO VOTE BY MAIL BALLOT?

Since the moderator, supervisor and party watchers have the right to challenge the identity of any person wishing to vote, bring proper identification with you. Some communities have issued voter ID cards for this purpose. If your name is not found on the voting list at the polling place even though you did register properly, you should go to the local board of canvassers. Unless some irregularity exists, the board of canvassers will issue to you a temporary certificate of registration which will enable you to return to the polls and vote.

You may obtain a mail ballot to cast your vote if you are properly registered and will be hindered from going to the polls for one of the following reasons:

1. You will be absent from the state on election day during the entire time when the polls are open.
2. You will be absent from the city or town of your voting residence because of your status as a student or spouse of a student at an institution of higher learning within this state more than twenty miles from the polling place (note: students may exercise the option of voting where they attend school as long as they have established residency and are properly registered to vote there).
3. You are ill or physically or mentally disabled, and your condition has been attested to by a physician or a Christian Science practitioner in writing.

4. You are confined to a hospital, rest home, convalescent home, nursing home, or similar institution.
5. You are being detained while awaiting trial or you are imprisoned for any cause other than final conviction for a felony.
6. You are forbidden by the tenets of your religious faith from voting on election day.
7. You are anticipating a temporary absence from the state because of employment or military service, or are a spouse or dependent of such a person.

**5. HOW DO YOU
APPLY FOR A
MAIL BALLOT?**

You must obtain an application from your local board of canvassers. This application is in the form of an affidavit which you will fill out and have notarized or witnessed. It must be hand-delivered or mailed to the local board and received by 4 p.m. no later than the 21st day before the election.

If you are requesting a mail ballot because of illness or physical or mental disability, your application must be accompanied by a certificate from a physician or Christian Science practitioner. If you are permanently disabled, you may have this certificate filed with the board for a five-year period during which mail ballot applications will be sent to you automatically for each election. Should your condition change, you must notify the board.

Your vote may be cast as soon as you receive your mail ballot, but the deadline is 9 p.m. on election day. It must be in the hands of the board of elections by that time in order to be counted.

**6. WHO IS ELIGIBLE
FOR AN EMERGENCY
BALLOT?**

If within twenty days before an election, circumstances arise that would have qualified you for a mail ballot had they occurred previously, then you are eligible for an emergency ballot.

**7. HOW DO I GET
AN EMERGENCY
MAIL BALLOT?**

An application for an emergency mail ballot can be obtained from your local board of canvassers. This application must be delivered to the local board no later than noon on the day before the election. If you are applying for an emergency mail ballot on medical grounds, you must include a certificate from a physician or Christian Science practitioner attesting that the illness or disability did not manifest itself until 20 days or less prior to the date of the election.

An emergency mail ballot may be mailed to you, delivered to a person presenting written authorization from you, or delivered by a bipartisan pair of supervisors, depending on the circumstances of the application.

These ballots must be received by the board of elections no later than 9 p.m. on election day.

D. PARTY AFFILIATION

Since it is not necessary to belong to a political party in order to qualify to vote, many persons prefer to remain independent. However, for those who wish to affiliate, there are several ways of doing so.

1. A person may designate a party affiliation when first registering to vote.
2. By voting in a primary of one of the political parties, one becomes identified as a member of that particular party.

It often happens that an individual wishes to vote in a party primary but does not wish to be known thereafter as a member of that political party. In such a case, an affidavit disaffiliating the voter from party membership may be signed immediately after the vote has been cast. The proper forms for this procedure, a sample of which is

reproduced on the following page, is available at all primary polling places. It is important to realize that disaffiliation must be completed at least ninety days before the next primary election should the voter wish to cast a vote in the primary election of a different political party.

Contrary to what many people believe, the signing of nomination papers for a candidate running for office does not make one a member of that candidate's political party. Similarly working for a candidate by distributing campaign literature, etc. does not make one a party member.

Finally, a person seeking elective office as a party member must be a registered member of that party for at least ninety days prior to the deadline for filing of candidacy declaration.

AFFIDAVIT: OF PERSON CHANGING PARTY DESIGNATION

AS PROVIDED FOR IN SEC. 17-9-27 OF THE GENERAL LAWS OF THE
STATE OF RHODE ISLAND, I, _____, OF

(Name)

DO

(Address)

HEREBY CHANGE MY PARTY DESIGNATION FROM _____

TO _____

(Sign full name on this line)

SWORN TO (OR AFFIRMED) BEFORE ME, THIS _____

DAY OF _____, 19____

(Notary Public)

WHERE TO REGISTER

Barrington	Town Hall, 283 County Rd.	245-3133
Bristol	Town Hall, 10 Court St.	253-7000
Burrillville	Town Hall, 70 Main St., Harrisville	568-4300
Central Falls	City Hall, 580 Broad St.	724-4502
Charlestown	Town Hall, S. County Trail	364-7718
Coventry	Town Hall, 670 Flat River Rd.	821-6400
Cranston	City Hall, 869 Park Ave.	461-1000
Cumberland	Town Hall, 45 Broad St.	728-2400
East Greenwich	Town Hall, 111 Pierce St.	884-4410
East Providence	City Hall, 145 Taunton Ave.	434-3311
Exeter	Town Hall, Victory Highway	294-3891
Foster	Town Hall, So. Killingly Rd.	397-7771
Glocester	Town Hall, Main St., Chepachet	568-6206
Hopkinton	Town Hall, Town House Rd.	337-2220
Jamestown	Town Hall, 71 Narragansett Ave.	423-0200
Johnston	Town Hall, 1385 Hartford Ave.	351-6618
Lincoln	Town Hall, 100 Old River Rd.	333-1100
Little Compton	Town Hall, The Commons	635-4400
Middletown	Town Hall, 350 E. Main Rd.	849-5540
Narragansett	Town Hall, 25 Fifth Ave.	789-1044
Newport	City Hall, 43 Broadway	846-9600
New Shoreham	Town Hall	466-2409
North Kingstown	Town Hall, 80 Boston Neck Rd.	294-3331
North Providence	Town Hall, 2008 Smith St.	232-0900
North Smithfield	Town Hall, Main St., Slatersville	767-2200
Pawtucket	200 Main St.	722-8989
Portsmouth	Town Hall, 2200 E. Main Rd.	683-3157
Providence	City Hall, 25 Dorrance St.	421-7740
Richmond	Town Hall, Wyoming	539-2497
Scituate	Town Hall, Main St., No. Scituate	647-7466
Smithfield	Town Hall, 64 Farnum Pike, Esmond	231-6600
So. Kingstown	Town Hall, 66 High St., Wakefield	789-9331
Tiverton	Town Hall, 343 Highland Rd.	624-4277
Warren	Town Hall, 514 Main St.	245-7340
Warwick	City Hall, 3275 Post Rd.	738-2000
West Greenwich	Town Hall, Victory Highway	397-5016
West Warwick	Town Hall, 1170 Main St.	822-9203
Westerly	Town Hall, Broad St.	596-0341
Woonsocket	City Hall, 169 Main St.	762-6400

E. ACTIVITIES FOR UNIT II

1. Invite a representative from the League of Women Voters to address students on the importance of the voter registration process and voter registration drives.
2. Invite the city or town registrar to speak to the class on the topic of registration and to answer questions about the procedure.
3. Obtain a sample registration form. Prepare facsimiles so that each class member may fill one out in class.
 - (a) Discuss the procedure for changing party affiliation at some later date.
 - (b) Discuss the purpose of the personal information requested when completing the form.
4. List the special conditions applicable to the registration of handicapped and elderly voters. Consider methods by which these conditions may best be publicized in your town or city.
5. Role play the voter registration process with some students acting as registrars, some students acting as eligible voters and some as ineligible voters.
6. Research the procedure and the qualifications by which a person may become a certified voter registrar.
7. Obtain a list of pen pals through international friendship organizations. Write to students in foreign countries asking how they or their family members register to vote. Request information on a recent election experience.
8. Find out from the state board of elections the number of registered voters who were eligible to vote in the last general election. Compare with the number of actual votes cast in national, state, or local races. What conclusion can be drawn from these statistics? (Consult **Official Count of the Ballots Cast**, published by the state board of elections.)
9. Establish an annual voter registration program in your high school. In accordance with Section 17-9-4.1 of the Election Laws of the State of Rhode Island, the principal may serve as a voter registrar and may also designate one or more persons in the school to serve as registration agents; a student from the senior class could be one of these. This activity should be conducted in close cooperation with the local board of canvassers.
10. Invite the Rhode Island Secretary of State to speak at a school assembly or to individual classes about the registration process and the importance of being a registered voter.



Secretary of State Susan L. Farmer

**F. GLOSSARY
OF TERMS
FOR UNIT II**

ABET:	to encourage an act of wrongdoing.
ADJUDICATE:	to hear and settle a case by judicial procedure.
AFFIDAVIT:	a written statement made under oath before a notary public or other authorized person.
AFFILIATION:	connected with or associated with a particular organization or political party.
BALLOT:	a list of candidates running for office from which government officials will be selected by the voters.
MAIL BALLOT:	a ballot used by a voter who will be unable to appear personally at the polling place on election day (a mail ballot must be requested at least twenty-one days before an election).
EMERGENCY BALLOT:	a ballot issued to a voter who cannot go to the polls on election day because of unexpected circumstances (an emergency ballot may be obtained up to twenty days before an election).
BIPARTISAN:	representing two different parties.
BOARD OF CANVASSERS:	the local canvassing authority in each city and town whose duty it is to register the voters and maintain accurate voting lists.
CRITERIA:	standards by which something can be judged.
ELIGIBLE:	legally qualified.
FELONY:	a serious crime for which the law provides punishment by means of a fine and/or imprisonment.
FRANCHISE:	a legal right or privilege, especially to vote.
FRAUD:	intentional deception.
MISDEMEANOR:	a crime less serious than a felony.
NATURALIZATION:	granting full citizenship to a foreign-born person who has fulfilled the requirements for such citizenship.
NOMINATE:	to propose the name of a person as a candidate to run for political office.
NON COMPOS MENTIS:	a Latin phrase meaning "not of sound mind." In the context of voting it is used to refer to an order of the probate court declaring an individual unable to manage his/her own affairs and naming a guardian. An individual in this situation would not be eligible to vote.
NOTARIZE:	to authenticate a signature and/or document through the services of a notary public.
NOTARY PUBLIC:	a public officer authorized by law to certify documents, take affidavits, and administer oaths.

PARTY PRIMARY:	a preliminary election in which all the members of a political party can participate in the selection of the individual who will be that party's candidate in the upcoming general election.
POLLING PLACE:	a place where people in the neighborhood go to vote.
POLLING PLACE OFFICIALS MODERATOR:	the person in charge of the operation of the polling place; sometimes called the warden; appointed by the local board of canvassers.
SUPERVISOR:	one of a bipartisan pair of officials whose duty it is to verify voter identification.
CLERK:	an official who performs the function of a secretary to the moderator (or warden) at the polling place.
PARTY WATCHER:	a person authorized by a political party to guard against voting fraud at the polls.
STATE INSPECTOR:	a person who represents the board of elections at the polling place.
PRECINCT:	the smallest subdivision of an election district of a city or town (not a term used in Rhode Island).
PREREQUISITE:	requirement or pre-condition.
RECALL:	procedure by which a public officer may be removed from office by vote of the people.
REGISTRAR:	a person charged with keeping official records; a person authorized to register names officially.
REGISTRATION:	signing up in order to be officially qualified to participate; a requirement for eligibility to vote.
RESIDENCE:	place where a person lives (or resides).
STATUTE:	a law or an established rule.
SUFFRAGE:	the right to vote.
UNENCUMBER:	to officially disaffiliate oneself from association with a political party.
VOTE:	exercising the right to choose, from a list of candidates, persons who will serve in public office.
VOTING DISTRICT:	Rhode Island term for precinct (the smallest subdivision of an election district); part of a ward.
VOTING MACHINE:	a device on which votes cast in an election are registered and counted automatically.
WARD:	an election district of a city or town; in Rhode Island a ward is made up of a number of voting districts.



UNIT III

THE VOTING PROCESS

- A. Introduction**
- B. Types of Elections**
- C. The Voting Machine**
- D. How to Use a Voting Machine**
- E. The Election Ballot**
- F. What is a State Referendum?**
- G. Activities for Unit III**
- H. Glossary of Terms for Unit III**

UNIT III

THE VOTING PROCESS

OBJECTIVES:

1. To understand the types of elections in which registered voters may cast ballots.
2. To become familiar with a sample ballot's format including the placement of federal, state and local candidates.
3. To understand what referenda items are, where they are located on the ballot, and how to become familiar with their content before election day.
4. To understand the workings of a voting machine.

A. INTRODUCTION

Unfamiliarity with the voting process keeps many young eligible voters away from the polls on election day. There is an element of anxiety in any new situation, and many first-time voters view with apprehension the possibility of seeming to be inept in front of the officials at the polling place and the neighbors whom they are sure to meet there. Instruction in the voting process, practice sessions on the voting machine, and leisurely study of the ballot and the referenda questions that may be listed will help to eliminate any feeling of inadequacy that might have hindered the young voter from participating in this important civic activity. Rhode Island law requires that a voting machine be available to the schools for this purpose in each city and town in order to ensure adequate voting instruction for students.

Efforts to assist the young voter, and indeed all voters, to participate with a feeling of competence and understanding are not limited to schools. Many resources are available to help citizens arrive at an informed and intelligent decision regarding the qualifications of the various candidates running for office and the referenda questions to be approved or rejected. First and foremost among these resources is the voter information booklet prepared by the Secretary of State and mailed to each registered voter. These pamphlets contain a multiplicity of information about election day procedures as well as an explanation of each of the referenda questions that are to appear on the ballot.

Another resource that should be utilized is the voter information provided in the newspaper. Shortly before the election a sample ballot will be reproduced showing the placement of the candidates' names and the location on the ballot of the referenda. Often the newspaper will profile the various candidates during the weeks prior to the election, and of course, the news reports should be followed as the campaigns progress. Valuable information on the issues is also provided by the newspaper and voters should read up on these topics as thoroughly as possible.

Although there are many different types of elections, the voting procedure is basically the same. Many citizens vote only in the presidential election every four years ignoring the off-year general elections and the special elections that occur from time to time. This is a mistake, for the more one votes, the more knowledgeable and practiced one can become. Young people who participate faithfully can quickly gain a high degree of expertise in civic affairs.

B. TYPES OF ELECTIONS

Once you have registered, you are eligible to vote in several different kinds of elections. These include the following:

1. **PRIMARIES:** These elections provide an opportunity for the members of each political party to help choose their party's candidates for local, state and federal office.

State and Local Primaries: These elections are held during an election year whenever more than one person from the same political party wishes to be that party's candidate for a particular office. In most of Rhode Island, primaries to elect state/local party candidates are held, if necessary, on the second Tuesday after the first Monday in September in even numbered years. The chart on page 34 lists those communities whose municipal elections are held at a different time.

Presidential Preference/Delegate Selection Primaries: These elections are held in Rhode Island on the second Tuesday in March during a presidential election year. Their purpose is to select some of the delegates who will attend the presidential nominating conventions later in the year. Voters indirectly indicate their preference for a particular presidential candidate if they vote for a delegate who is pledged to support that candidate rather than for an uncommitted delegate.

2. **GENERAL ELECTION:** These elections are held on the Tuesday after the first Monday in November in even numbered years to elect members of the Rhode Island General Assembly, members of the United States Congress, and state and municipal officials; every four years the general election is at the same time as a presidential election. Referenda questions may also be submitted to the voters as part of the general election.

3. **SPECIAL ELECTIONS:** These may be held at any time requested by local officials with the permission of the state legislature. They may be conducted for such reasons as the following:

(a) to fill the vacancy left by an elected official who has died, resigned, been recalled, or otherwise removed

(b) to accept or reject an amendment to the state constitution

(c) to determine whether a local city or town charter will be revised or replaced

(d) to allow the public to make a decision on referenda questions of city, town, or statewide impact

4. MUNICIPAL ELECTIONS: These are city or town elections. Most cities and towns in Rhode Island hold their municipal elections at the same time as the general statewide election. The exceptions are listed below:

City or Town	Election Schedule
Central Falls North Smithfield Pawtucket Woonsocket	Tuesday after the first Monday in November in odd numbered years.
Newport	Tuesday after the second Monday in September in odd numbered years.
Cranston	Tuesday after the first Monday in November in each even numbered year for council seats; every four years for mayor.
Providence	Tuesday after the first Monday in November every four years beginning in 1982. (Does not coincide with presidential elections.)
Jamestown	First Wednesday in May in odd numbered years.
Lincoln South Kingstown	First Tuesday in June in odd numbered years.

C. HOW TO USE A VOTING MACHINE

16-22-10. Voting instruction. — The school committees of the several cities, towns and school districts shall provide for students of the senior class in high school, a course of instruction and demonstration in the operation of a voting machine, and of the manner of casting a valid ballot. The board of elections is hereby directed to make available to each city and town school committee one (1) voting machine per town, to carry out the purposes of this section.

Activating the Machine: Before entering the booth, push in (or, in some cases, pull out) the plunger on the lower right side of the booth. Enter the booth and push the large handle all the way to the right to close the curtains. If you need help after this, DO NOT USE THE HANDLE TO OPEN THE CURTAIN. Instead part the curtain with your hands and ask to speak to the warden. If you are legally blind, you may bring someone of your choice into the booth to assist you. Also, when there are federal candidates on the ballot, you may bring a person of your choice into the booth to assist you if you are disabled or unable to read or write. Otherwise, if anyone comes inside to help you, it must be one of the two bipartisan pairs of supervisors assigned by the state to each polling place. Remember you are allowed to take into the booth any materials needed to assist you in voting.



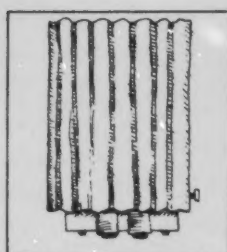
1. Set the machine to receive your vote by using the "voters latch". On the gray machines, pull it out. On the black machines, push it in.



2. Enter the booth.



3. Close the curtain by throwing the "handle" to the far right.

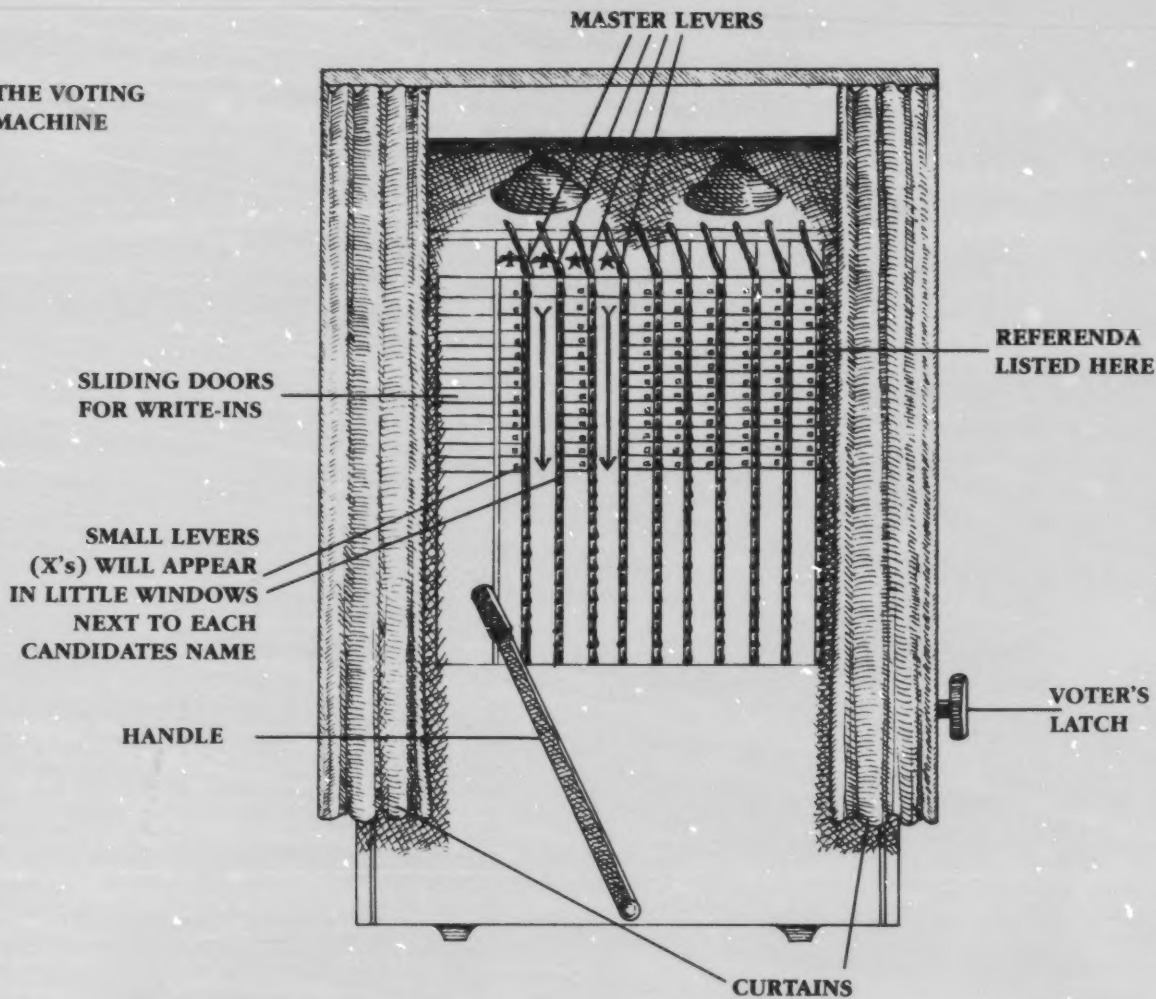


4. Cast your vote by pulling the "levers" leaving an "X" showing in the space or spaces of your choice.



5. Throw the "handle" to the far left to record your vote, and to re-open the curtain.

THE VOTING MACHINE



Voting: Push the small butterfly levers downwards until an X appears next to the name of the candidate of your choice. Leave the lever down. If you change your mind, push the lever back up and push another one down. If the name of the candidate of your choice is not listed on the ballot, you may write in the name in the small slots provided at the left of the machine. Remember, once you open the sliding door over the write-in space, you cannot change your mind and vote for a candidate whose name appears on the ballot for that office. The voting machine is designed to lock out all other levers for a particular office once a vote is cast for one candidate, unless more than one candidate may be elected to a particular office. This occurs, for example, when you may vote for a number of candidates for city or town office from a field of perhaps six or more candidates. See the sample ballot on page 51.

Recording Your Vote: After you have checked over the ballot, pull the large handle to the left; this opens the curtains and automatically records your vote in the machine, and clears the X mark next to the candidates' names.

Special Note: If you wish to vote only for the candidates of one party, use the party lever at the top of that column of candidates. This master lever enables you to vote for all of those candidates in one stroke. This is voting a straight party ticket. Do not use the master lever if you wish to split your ticket by voting for Democrats for some offices, Republicans for others; rather use the small butterfly levers.

E. THE ELECTION BALLOT

17-19-6. Ballot labels — Arrangement. — In all cases where machines are to be used for any election, the secretary of state shall prepare a diagram of the face of the machines to be used at such election and such diagram shall determine the manner and order in which the devices and ballot labels shall be arranged upon such face, which diagram shall, on the day of any election be in the possession of the warden and available for public inspection.

Of great importance is the placement of party candidates on the ballot as there is thought to be an advantage in being listed in the first column. It is the prerogative of the Secretary of State to decide which party will be assigned the preferred first column while determining the arrangement of the candidates and referenda on the face of the ballot.

10-Adjust nose to work on 1/4 of machine
11-Place the machine opening handle so as to work the machine
12-NOTE: NO MASTER LEVEL IS TO BE USED IN THIS PHASE
13-Use the combination individually - care to the left the small brown area
to the (condition) - same for when - no need to vote for each other
14-Then use both of the machine opening handle and curve a hand on the
original position and leave the machine

SAMPLE REVENUE AND FINANCIAL STATEMENT FOR THE STATE OF RHODE ISLAND AND

TOWN OF JOHNSTON

Thursday, September 11, 1994

Sen. Dist. 5

Dep. Dist. 50

Vol. 31

Dist. 3

WARNING: Every person who ships articles and without specific authority destroys, conceals, removes, defaces, alters, tamper or modifies with a sample label shall be guilty of a felony. (Section 1715.6) General Code

Swaan & Schmeier

[illegible]

F. WHAT IS A STATE REFERENDUM?

Chapter 5 of the Rhode Island Election Laws (RIGL 17-5-1) describes a referendum as any public question of statewide impact or any proposition of amendment to the state constitution submitted to the state's voters at a general election. When the General Assembly passes an act authorizing the submission of a question to the voters, the Secretary of State is then authorized to rephrase the question in a clear and concise manner for listing on the ballot. Only amendments to the state constitution must appear worded exactly as passed by the General Assembly. The questions are numbered consecutively and appear above local referenda which must be printed on a distinctive colored background.

Prior to an election in which public questions or referenda will be submitted to the voters, the Secretary of State must, by law, send copies of the referenda as they will appear on the ballot to all registered voters. In this voter information booklet each measure is explained briefly.

Here is a reprint of the referenda as they appeared on the statewide ballot on November 8, 1983:

1983 CAPITAL DEVELOPMENT PROGRAM	
APPROVE ☐ REJECT ☐	1 DEPARTMENT OF CORRECTIONS — BONDS — \$5,000,000 (Chapter 332 — Public Laws of 1983) A vote to approve this question would allow the State to issue bonds and temporary notes in the amount of \$5,000,000 for the purpose of making improvements at the Adult Correctional Institution, including Court-ordered renovations and repairs to the maximum-security unit as well as renovations and repairs to the women's reformatory facility.
APPROVE ☐ REJECT ☐	2 DEPARTMENT OF TRANSPORTATION — BONDS — \$45,000,000 (Chapter 332 — Public Laws of 1983) A vote to approve this question would allow the State to issue bonds and temporary notes in the amount of \$45,000,000 for the following purposes: (a) for the construction of a new Jamestown Bridge; (b) for the reconstruction, resurfacing, and rehabilitation of interstate highways; (c) for development and improvements to non-interstate highways; (d) for bridge replacement and highway-safety projects; (e) for reconstruction and rehabilitation of highway projects not eligible for federal participation.
APPROVE ☐ REJECT ☐	3 DEPARTMENT OF MENTAL HEALTH, RETARDATION AND HOSPITALS BONDS — \$8,500,000 (Chapter 332 — Public Laws of 1983) A vote to approve this question would allow the State to issue bonds and temporary notes in the amount of \$8,500,000 for the following purposes: (a) to build or purchase, equip, and furnish community group homes; (b) to renovate or repair existing community facilities for retarded and mentally ill citizens; (c) to renovate and repair institutional buildings to enable them to meet State and Federal code requirements; and (d) to upgrade the institutional heating, power, and related utility systems.
APPROVE ☐ REJECT ☐	4 WATER RESOURCES BOARD — BONDS — \$10,100,000 (Chapter 332 — Public Laws of 1983) A vote to approve this question would allow the State to issue bonds and temporary notes in the amount of \$10,100,000 to provide financial aid to cities and towns or quasi-municipal water agencies for water-transmission facilities.

BEST COPY

Here is a reprint of the explanation of referendum #1 as it appeared in the voter information booklet that was prepared for the election of November, 1983.

1. Department of Corrections

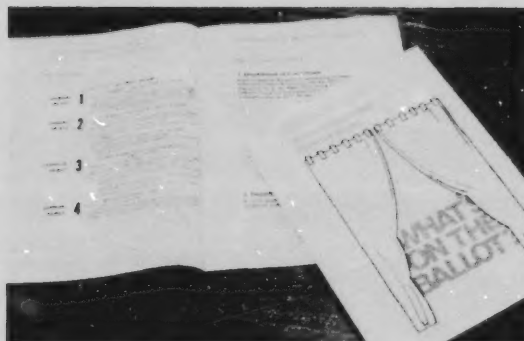
A vote to approve this question would allow the State to issue bonds and temporary notes in the amount of \$5,000,000 for the purpose of making improvements at the Adult Correctional Institution, including Court-ordered renovations and repairs to the maximum-security unit as well as renovations and repairs to the women's reformatory facility.

This money will be used to finish repairs to the "old" maximum-security unit so that it will comply with code requirements cited by the United States District Court. These repairs will allow the facility to house 450 maximum-security inmates. The Court has set a deadline of December 31, 1984, for compliance. If the minimum standards set by the American Public Health Association are not met by that date, the entire maximum-security facility may have to be closed. The inmate population has grown from about 681 inmates in 1977 to 1164 as of August 1983.

The areas needing repair include six cell blocks, the auditorium, dining and visiting rooms, kitchen, mechanical and electrical room, industrial building, and exercise yard.

Money will also be used for repairs to the women's reformatory. The recently acquired Jonathan Arnold Building will provide housing for 100 women inmates. It will also provide an industries program, recreational and educational classrooms, library, arts and crafts, counseling, conference, and visiting services. This new unit will satisfy both the Court-ordered minimum standards and the Court-ordered separation of inmates awaiting trial from those already sentenced.

For further information, call Anthony Ventetuolo, Jr., Assistant to the Director of the Department of Corrections, at 464-2611.



G. ACTIVITIES FOR UNIT III

1. Visit a local campaign headquarters in your area. Interview the staff at the headquarters to determine the purpose such an operation serves for the campaign; observe and report on the activities at the headquarters.
2. Tape record or video tape interviews with local officials and candidates running for office and ask them why they became involved in local politics.
3. Section 17-19-3.1 of the Rhode Island Election Laws provides for polling places to be accessible to the physically handicapped. Examine your local polling place and determine whether it is architecturally suitable for handicapped voters.
4. Request the State Board of Elections to prepare a ballot for the voting machine that will be used in your school for voter instruction. The ballot should be designed by the student council or government classes for an actual election to be held using the sample voting machine while it is at the school. Election of student council members or class officers are two examples of practical use of the machine. Even referenda could be included.
5. Both major parties want to have their candidates listed in the preferred first column of the ballot; it is believed that there is an advantage to this placement. Section 17-19-6 grants the Secretary of State the prerogative of determining the arrangement of the names listed on the ballot. Discuss whether an official with loyalty to one political party (i.e., Secretary of State) should make this determination or whether the system should be changed so that the two major political parties alternate the first position on the ballot.
6. Discuss the impact of advanced technology and computerization on the elections of the future. Will the present day voting machine become obsolete, and with what might it be replaced?
7. What has been the impact of national television coverage on presidential elections? Is there a danger of media manipulation of these events and is there a need for safeguards?



H. GLOSSARY OF TERMS FOR UNIT III

ELECTION:	choosing a person to fill an office by the casting of votes.
BUTTERFLY LEVERS:	small individual levers to the right of each candidate's name in a voting machine which, when pushed downward, cause an X to appear next to the name indicating a vote for that person.
GENERAL ELECTION:	election held in even numbered years to elect federal, state, and municipal officials.
MASTER LEVERS:	handles located at the top of the voting columns which, when pulled, cause X's to appear next to every name in the column thus voting only for the candidates of one political party.
MUNICIPAL ELECTION:	city or town election; may or may not coincide with the general election.
PRESIDENTIAL PRIMARY:	elections held in a presidential election year to select delegates who will attend the party's presidential nominating convention to be held later that year; it allows voters to indicate their preference for one of the candidates seeking their party's nomination for the presidency.
PARTY SYMBOLS:	the star and the eagle are used to identify the political parties; the star is placed at the head of a column of Democrat candidates and the eagle at the head of a column of Republican candidates.
PRIMARY ELECTION:	a preliminary election in which members of a political party help choose their party's candidate.
REFERENDUM:	the submission of a proposed public measure or actual statute to a direct popular vote.
SPECIAL ELECTION:	election held anytime during the year at the request of local officials.
SPLIT TICKET:	a method of voting favored by independent or unaffiliated voters; not voting exclusively for the candidates of one particular party.
STRAIGHT TICKET:	voting exclusively for the candidates of one particular political party.



*The old Rhode Island State House
on Benefit Street, Providence,
was used from 1762 to 1900.
(Providence Public Library photo)*





UNIT IV

GETTING INVOLVED

- A. Introduction
- B. Qualifications for Office
- C. Running for Office
by Christopher Nocera
- D. Picking a Presidential Nominee: Who Can Be a Delegate to
the Democratic/Republican National Conventions?
by Anne M. Burns
- E. Why Run As An Independent?
by Keven A. McKenna
- F. The Involved — What They Say!
- G. Activities for Unit IV
- H. Glossary of Terms for Unit IV

*Student volunteers
phone-canvassing in campaign headquarters.
(Providence Journal staff photo)*

OBJECTIVES:

1. To understand how the delegates are selected for the major parties' national presidential nominating conventions.
2. To learn the basic requirements of running for political office.
3. To learn the basic qualifications required in order to hold various state and federal offices.
4. To understand the motives that caused many important Rhode Island politicians to become involved in politics.

A. INTRODUCTION

We in the United States cannot have government "of the people" unless the people are willing to be involved in government. Registering and voting are important, but there are many ways citizens can go beyond that minimum and make a difference in the way government is run. Even young people under the age of eighteen can get involved in a political campaign; their help is needed (e.g., manning the phones, helping conduct polls, distributing literature, etc.), and in the process they will be getting their basic training in the essentials of the political campaign.

The 18-to 24-year-olds in Rhode Island constitute as large a voting bloc as the senior citizens, but their political clout is less because they do not vote in large numbers. The senior citizens, on the other hand, have demonstrated that they can determine the outcome of an election. Politicians therefore pay attention to their demands.

The younger voters, possessed of energy, enthusiasm and idealism are perhaps in a better position than the senior citizens to affect government through participation in political life. Motivation will be the key once they realize their potential influence and wake up to the fact that government policies are created by ordinary citizens who succeed in winning elective office for themselves.

One reason many young citizens hesitate to become involved is a lack of experience and political know-how. This is not by any means an insurmountable obstacle for, of course, one does not begin a political career by running for president of the country. By reviewing the background of any number of people in elective office, it will be seen that knowledge and political expertise was acquired gradually — going back in many cases to the formative years of the teens. Here in Rhode Island there are some excellent examples of young voters becoming involved. A few of these have been referred to in this manual.

There are some basic steps in becoming involved in political life. Assisting in various campaigns is an invaluable start. One learns techniques and procedures, becomes familiar with election laws, and gains a facility in dealing with the public and solving problems. It is important also to study the political climate of one's home town and to know the concerns of your neighbors and potential supporters. Some thought must be given to the make-up of the team once an individual has decided to declare candidacy for a particular office. It is important to know who has the needed talent to fulfill various functions. An expert in financial affairs, for example, can be crucial to the success of any campaign since fund raising is essential.

The strength of our democracy is dependent upon the involvement of the citizens. Each individual should participate in government to whatever degree possible. Young people especially should be given the opportunity to develop enthusiasm and motivation. Voter education is the key, for apathy and indifference must be overcome.

B. QUALIFICATIONS FOR OFFICE

To assume a political office, one must be qualified. Qualifications are minimum requirements each candidate must meet before considering running for office. If these requirements are not met, the candidate cannot take office even if elected by the voters.

The requirements to hold a local or state office are intentionally minimal. A person must be a registered voter, 18 years old, a resident of Rhode Island for 30 days, and a U.S. citizen. Constitutionally, the requirements to run for President or for Congress are somewhat more stringent. The qualifications for the most important federal and state positions are listed below.

OFFICE	AGE	STATE RESIDENCE	U.S. CITIZEN	REGISTERED VOTER	TERM	
					YEARS	NUMBER OF TERMS
President	35	14 yrs. in U.S.	Yes — natural born	Not required	4	2
U.S. Senator	30	Yes	9 yrs.	Not required	6	No limit
U.S. Representative	25	Yes	7 yrs.	Not required	2	No limit
Governor	18	30-day	Yes	Yes	2	No limit
Lt. Governor	18	30-day	Yes	Yes	2	No limit
Treasurer	18	30-day	Yes	Yes	2	No limit
Secretary of State	18	30-day	Yes	Yes	2	No limit
Attorney General	18	30-day	Yes	Yes	2	No limit
State Senator	18	30-day	Yes	Yes	2	No limit
State Representative	18	30-day	Yes	Yes	2	No limit
Presidential Elector	18	30-day	Yes	Yes		

POINTS FOR DISCUSSION:

1. Do you believe that the above qualifications for office are adequate? Why or why not?
2. What changes would you make in any of the above requirements? Why?
3. If the requirements were stricter, would the quality of the candidates necessarily improve? Why or why not?

**C. RUNNING
FOR OFFICE**

by Christopher Nocera

*Mr. Nocera is active in
state and local politics and
has served as campaign
manager and consultant
on many political
campaigns.*

The actual process of qualifying and running for office is not as complex as many believe it to be. On the state and local level the qualifications are that you be at least 18 years old, have been a resident of the state for at least 30 days, and be registered to vote. There are no minimum education qualifications. This means that to be the Attorney General you need not be an attorney; to be the General Treasurer, you need not have a background in banking or finance. In Rhode Island during the last decade, we have had a Governor who was a former salesman, a General Treasurer who had a background in pharmacy, and a Congressman who was a house painter. Naturally, although there are not stringent qualifications, the voters will want to know during a campaign what qualities you possess that would make you suited for the office you seek.

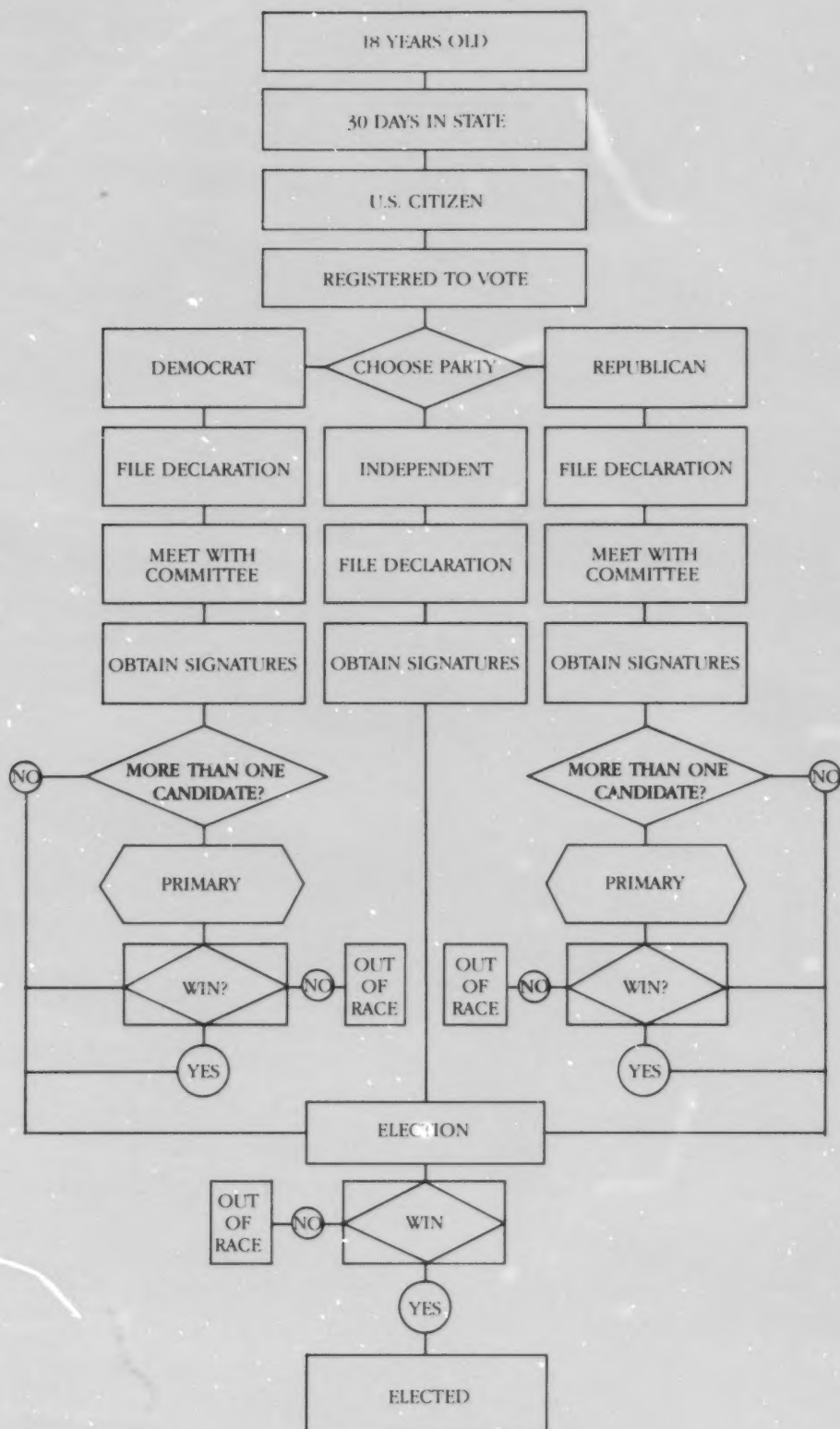
The first step then in running for office is to register to vote. The next step is to declare oneself a candidate for office. In Rhode Island, state elections are held bi-annually in even numbered years. These elections are held on the first Tuesday after the first Monday in November (RIGL 17-18-5). The declaration of candidacy is made at the local board of canvassers during the first ten days in June (RIGL 17-14-1). These declarations are statements from the prospective candidates stating the office sought and the political party affiliation. Two days after the last day for filing declarations of candidacy, the local political party committees file their choice of the "endorsed" candidate (RIGL 17-12-11). These political committees generally will interview any candidate running for office in their party. They then announce the name of the person whom they believe should be nominated to represent the party in the general election. If there is more than one person seeking a particular office, then a party primary is held (RIGL 17-15-1). Party primaries are generally held on the first Tuesday after the first Monday in September in even numbered years.

Ten days after the filing period ends, the local board of canvassers issues nomination papers. All of the endorsed candidates are usually on one paper together. Unendorsed Democrats, unendorsed Republicans, and Independents all have separate papers. To qualify for the ballot, they must then go out and get the required number of registered voters' signatures. For state senator you need the signatures of 100 registered voters; a state representative candidate needs 50 signatures. Local city or town candidates need different numbers of signatures; it is best to check with the local board of canvassers for the exact number required (RIGL 17-14-5). These signatures must be obtained before the 70th day preceding the primary. After the signatures are checked by the board of canvassers (counted and checked for validity), you are certified as a candidate for public office. If you failed to obtain the required number of valid signatures by the deadline, then you may not be a candidate in this election.

In November, the candidates are the winners of the party primaries (Democrat and Republican) plus any person who is running as an Independent. It is important to remember that anyone who runs in a primary and loses cannot run in the November election.

If you are thinking of running for public office, you should go to the Rhode Island State Board of Elections and obtain a copy of the election laws. This will tell you everything you need to know including the dates for each of the phases of getting your name on the ballot. Also, the Secretary of State's office and the local board of canvassers have many pamphlets and can answer any questions you might have. The accompanying chart may also be of assistance. Good Luck!

**RUNNING
FOR OFFICE**



D. PICKING A PRESIDENTIAL NOMINEE: WHO CAN BE A DELEGATE TO THE DEMOCRATIC/REPUBLICAN NATIONAL CONVENTIONS?

by Anne M. Burns

Miss Anne Burns, a resident of Smithfield, Rhode Island, is a teacher at Robert F. Kennedy School in Providence, Rhode Island. In 1980, she was a delegate to the Democratic National Convention in New York City.

You can! Every four years in the United States the two major political parties (Democrats and Republicans) hold separate national conventions for the purpose of picking their party's nominee for president. Choosing the individual who is likely to become the next president of the United States is a serious responsibility — one that is undertaken by the delegates to the convention, most of whom have already pledged themselves to a particular candidate.

The process involved in becoming a candidate is relatively simple. Of course, you must be a registered voter in your district. You must also be interested enough in helping to get a particular candidate nominated for the presidency to be willing to pay your own expenses to the convention (transportation, hotel, meals, etc.) — be it as close to home as New York or as far away as San Francisco. Most importantly, you must be willing to do the necessary work to get your name on the ballot.

Rules change slightly from year to year, so the first step is to obtain the booklet put out by the Democrat or Republican State Committee which will spell out the procedures to be followed and deadlines for accomplishing the requirements. It will be necessary to do the following:

1. **File your Declaration of Candidacy** at the Office of the Secretary of State. (You may commit yourself to a particular candidate or run uncommitted.) That office will then prepare the necessary papers for you to obtain required signatures.
2. If you have declared for a particular candidate, **request approval from his/her steering committee** to be a delegate for that candidate.
3. **Collect 250 valid signatures** from voters in your district. Rhode Island is divided into two congressional districts:
District 1 — Woonsocket to Newport and half of Providence
District 2 — Burrillville to Westerly, including New Shoreham and the other half of Providence
4. **Turn in these signatures** by the date specified to the Board of Canvassers in the appropriate towns (e.g., Signatures from voters residing in Pawtucket must go to the Pawtucket Board of Canvassers; those from Cranston go to the Cranston Board of Canvassers, etc.).

Once you have accomplished the above steps your name will automatically be placed on the ballot on primary day under the candidate of your choice or in the uncommitted column. Names will not appear in alphabetical order but in the order they were picked in a drawing. Sixteen delegates will be selected by the voters on primary day, eight from each district. Half of them will be women. Seven more will later be selected by the elected delegates and will be called "at-large" delegates.* The number of delegates allotted to each candidate will be proportionate to the total amount of votes that candidate received in the election, e.g., if candidate A received 75% of the vote in Rhode Island, he/she will receive 75% of the delegates (12) while candidate B will receive 25% (4). At-large delegates will be chosen to keep the same proportion. Twenty-two alternatives will also be chosen.

Placement at the top of the list on primary day can be an asset since voters who do not know any particular delegates may just pull the first few levers under their candidate's name. Of course, campaigning, advertising, sending out flyers, making phone calls, and talking to people may also make a big difference. Then, again, it may not. Briefly, here is my personal experience.

After having fulfilled all the requisite steps to get my name on the ballot, I had good intentions of somehow managing to campaign a little. Alas, my extremely busy and demanding schedule just did not allow anything else to be crammed into it, and election night arrived without my having made as much as a single phone call on my own behalf! Momentarily, as I began to watch the election returns that evening, I was horror stricken! I could not believe I had been foolish enough to have allowed my name to be placed on the ballot and then had not done anything to help get myself elected! At this point I was convinced I would be fortunate if I received even twenty votes! However, to my amazement, the next morning's returns told a different story. Not only had I been elected, but I had received the most votes of any delegate in the state, Democrat or Republican, including many well known political and government leaders! How had this happened? I'm not sure. No doubt my lucky placement near the top of the ballot had helped, plus the fact that many people I had not even thought about voted that day and later told me they had voted for me. Others may have picked my name randomly. Be that as it may, the moral of this story is that it is possible for anyone to become a delegate, but I would not advise people who are running to use my method!

My election was just the beginning of many interesting experiences. As the Kennedy delegate who drew the most votes in Rhode Island, I was invited to a cocktail party given by Senator Kennedy at his home in Virginia, and later to a meeting and dinner at his home in Hyannisport. An article I wrote expressing very strong opinions about the convention rules, media coverage, and President Carter, was published on the editorial pages of the **New York Times**. This led to my being interviewed by the British Broadcasting Corporation relative to a film they wanted to make showing the British people the daily happenings in the life of a Kennedy and Carter delegate. I was chosen as the Kennedy delegate and had a marvelous experience working with the wonderful BBC crew. Later, I received letters from surprised friends in England and Ireland who saw the film on British television.

Serving as a delegate can be a very worthwhile educational happening since, in the final analysis, it is the delegates who cast the votes at the convention — not only for the presidential nominee, but also on many other issues of importance that come up on the convention floor. One word of advice: Study the candidates and issues BEFORE going to the convention and make up YOUR OWN MIND on how you are going to vote. Once you have done that do not allow yourself to be pressured into changing your mind on how to vote unless you have been truly convinced intellectually to do so. Pressures will be exerted to get delegates to follow the party line, but if you hold a different opinion, and if you are convinced

**This was the procedure for the 1980 Democratic National Convention.*

you are right, HAVE THE COURAGE OF YOUR OWN CONVICTIONS and "stick to your guns." Remember that you are sent there to represent the people who elected you, not to blindly follow party lines or any politician. Your vote belongs to YOU, and you should cast it in all instances the way you believe is right, whether others agree with you or not.

Also, if you accept the responsibility of being a delegate to the convention from your state, you should be on the convention floor for every vote that is taken. That is your primary obligation. You will be invited to many parties and social gatherings, but these are secondary, and if they interfere with your duties as a delegate they should be bypassed. It is unfair, both to those who elect you and those who would like to have been delegates but were not elected, for an elected delegate to accept that responsibility and then not fulfill it. However, you can be replaced by an alternate delegate from your contingent should it become necessary for you to leave the floor.

In my opinion, being a delegate to a national convention is not only a very interesting and worthwhile experience but also a great opportunity for learning and being a vital part of the political process.

E. WHY RUN AS AN INDEPENDENT?

by Keven A. McKenna

Mr. McKenna, a practicing attorney, served as Democrat Representative from the 10th District in Providence during the 1984 General Assembly and ran as an Independent candidate for Mayor of Providence in the special election of July 31, 1984.

It is apparent that some voters have become disillusioned with our two-party system and with good reason. Recent political events indicate to our citizens that if a candidate is endorsed by one of the parties, at least on a city-wide basis, he or she comes to office as part and parcel of a machine, a machine serving itself and not necessarily the people placing it in power.

One can remain philosophically within one party or another. But, if an elected official wishes to run his office owing no political debts, his ideal route to election is simply and only to obtain the majority of the people's vote. One of the ways to prove an administration will be honest and free of corruption is to come to office owing no favors to any party forces.

Running for office endorsed by neither party, a candidate can assure voters — the majority of whom are considered Independents in a city like Providence — that all decisions and actions will be independent of political debts incurred. An Independent candidate is free to address a constituent's unique problems on a case-by-case basis and is able to call upon experts from both parties for assistance on plans and programs, while owing loyalty in his or her own decision-making to none.

F. THE INVOLVED — WHAT THEY SAY!

Individuals become involved in the political process and run for office for many reasons. The quotes below provide reasons why some of our local legislators became active in our political system.

Representative Joseph DeAngelis, Majority Leader (Dist. 57)

"I first became involved in politics due to my parents' involvement in the Smithfield Democrat Party and especially as supporters of former Sen. Walter Kane. As a college freshman, I had the honor of serving as a Page for then Sen. Kane and had an excellent opportunity to observe the process firsthand."

Representative Elizabeth Morancy (Dist. 18)

"I got involved in politics (when) I was a high school teacher, then a college history and government teacher. I moved into my neighborhood in the early seventies. It had been a struggling inner city area that was highly organized. I got involved in neighborhood groups that were pressuring city and state officials for better housing, protection against high crime rates, better city services, etc. It was also a time when my Church (Roman Catholic) was urging its members to get involved in the economic and political structures that determined the quality of people's lives in order to work for justice."

Senator John J. Gilgun (Dist. 35)

"...it seems I have been involved in politics all my life. As a young child I found a natural interest in politics. My parents always voted in elections but were never politically active. I come from a working class family and primarily because of that, feel very much at home in the Democratic Party. I began working for candidates and at the polls at about age 12, and ran for office for the first time in 1964 when I was the Democratic candidate for State Representative from the Town of South Kingstown. That was the first of three losses in my early political career, that loss being followed by unsuccessful races for the Town Council and State Senator also from South Kingstown. I should add that back in those days no Democrats were elected from that town. In 1970, I moved to the City of Central Falls and six years later was elected State Senator."

Representative Armand E. Batastini, Jr. (Dist. 8)

"I initially ran for District Committee in 1974 as an unendorsed candidate at the request of supporters of Mayor Doorley who were seeking reelection. The unendorsed slate was successful with the exception of our candidate for the representative seat. I was, in turn, elected Chairman of the District Committee. In 1978, the District Committee sought several candidates to face the incumbent. None were willing to accept the challenge. As Chairman, the task fell to me. The outcome was positive."

Senator Lila M. Sapinsley, Minority Leader (Dist. 2)

"I became involved in politics because in my excursions to the State House when I was Chairman of the Board of Trustees of State Colleges. I recognized that the democratic process was threatened because there were closed meetings, a lack of dialogue, unrecorded votes, and a level of understanding of the issues that was appalling. As I complained about these abuses, it became obvious to me that I had a responsibility to do more than complain. And so I ran for office myself and, during the time that I have been in the Legislature, I have tried to correct procedures and information gathering."

Representative Stephen Paul Erickson, Minority Whip (Dist. 96)

"I first started becoming involved in politics as a result of my parents' activities in John Chafee's first campaign for governor. Over the last 22 years I have remained continuously active in the political process, working in a number of political campaigns on a volunteer basis during my years in high school, working for a variety of statewide candidates on a professional basis while in college, running and being elected to a position as delegate to the Republican National Convention in 1972, serving as Republican town chairman in Middletown for a period of three years, and finally being elected to the General Assembly in 1978. I believe that it is vital to run a very personal campaign when you are a candidate for the General Assembly. As a result I have made a point of canvassing all or most of my district during each of my four previous campaigns for office."

**G. ACTIVITIES FOR
UNIT IV**

1. Get involved in school politics and run for office. You may wish to run with a slate of candidates who share your viewpoint on school issues. Prepare leaflets, flyers, and campaign posters which highlight the issues. Avoid the typical personality contest which so often occurs in high school campaigns. One suggestion regarding the latter is to have all candidates be nominated by filing nomination papers whereon student and faculty signatures attest to the worthiness of the candidate.
2. For English or public speaking class, write and deliver a campaign speech telling the student voters about your qualifications and abilities to run as a candidate for office.
3. Do the same as in #2 above, only prepare an acceptance speech assuming you are elected to office.
4. Write an essay on what you think are some of the difficulties facing an independent candidate running for public office. Research how independent candidates have fared in statewide elections. Official ballot counts are available from the State Library or Board of Elections.
5. Find out who represents you for the following offices: local council, school committee, mayor or town administrator, district representative and senator in the R.I. General Assembly, and representative and senator in Congress. Write to one or more of these regarding your views on a current topic of concern and share your responses with your classmates.
6. Debate the issue of whether or not the two party system is an essential of American Democracy.
7. In some Rhode Island communities, candidates are required to run for public office without party labels in a non-partisan election. What are some of the advantages and disadvantages of this system? What elections do you think should be held on a non-partisan basis and why?

**H. GLOSSARY
OF TERMS
FOR UNIT IV**

AT LARGE:	designates an elected official who represents an entire city or town rather than only a district or ward.
ADVANCE PERSON:	person who coordinates and arranges public appearances for political candidate.
DECLARATION OF CANDIDACY:	form provided by the Secretary of State or a local board of elections to prospective political candidates in which is to be stated the office sought and the candidate's party affiliation, if any.
DEMAGOGUE:	a leader, political or otherwise, who plays on peoples' prejudices in order to gain or maintain power.
DARK HORSE CANDIDATE:	a surprise candidate for public office in an election nominated without advance publicity whose chances for success are marginal.
ENDORSED CANDIDATE:	a candidate selected by a party's local or state political committee to represent the party in an election.
MAJORITY:	more than half of the number of votes cast in any election.
NOMINATION PAPERS:	documents issued by a local board of elections or the Secretary of State to candidates for return with a minimum number of voters' signatures to certify the candidate for public office.
POLITICAL CONTRIBUTIONS:	money given to a candidate to help finance an election campaign.
PATRONAGE:	the right or power to make job appointments in return for prior campaign support.
REPRESENTATIVE:	a member of the House of Representatives in the Rhode Island General Assembly or the United States Congress; both serve for a term of two years and represent a segment of the state's population.
SENATOR:	a member of the United States Senate serving for six years and representing all the people of the state OR a member of the Rhode Island Senate elected for two years and representing a particular segment of the population.
SLATE:	a list of candidates running for office.



APPENDICES

- A. Role of the Media
- B. A Discussion of the Party System
- C. Voting Patterns
- D. Special Interest Groups

Activities

(at end of each appendix)

Glossary of Terms

(at end of each appendix)

*Rhode Island's U.S. Congresswoman
Claudine Schneider
fields questions from the press.
(John Stevens)*

APPENDIX ROLE OF THE MEDIA

A

Objectives:

1. To understand the role of the media in political campaign coverage.
2. To understand various forms of propaganda and how they are used in political advertising.
3. To understand how the media may affect voter attitudes and decisions.

A major source of information for understanding political issues and making decisions is the mass media. This term, mass media, refers to all the means of public communication which are able to reach vast numbers of people. This includes radio, television, newspapers, and magazines.

The electronic media of radio and television have taken on a greater role in American politics and elections in recent years, but the print media of newspapers, magazines, and books continue to be of significance. It is important for the voter to understand the role played by each, and the dangers of false impressions or half-truths being conveyed.

Newspapers can give great detail about political events and can provide eyewitness accounts from the various perspectives of their on-the-spot reporters. Newspapers generally take a position on the issues of the day and furnish arguments in support of certain candidates through their editorial pages. An essential service of the newspaper is the publication of election day information, such as where and when polling places operate. The various referenda questions will also be published, along with the editor's recommendations to approve or reject each.

Since most people do listen to a radio at least once a day, its influence in political campaigns should not be underestimated. Guest appearances by politicians occur frequently, and the paid political commercial is ever-present at election time. Although annoyingly repetitious, these political ads provide potential voters with an awareness of the thrust of each candidate's political message.

Television, however, is the media giant today. With one set located in most homes, and with the average TV set being watched over seven hours a day, its power as a means of communication is unquestioned. Much money is spent covering political matters as well as a variety of other programming. What all television viewers must remember is that clever political ads can easily present a deceptive image of the truth.

Advertising finances much of the print media and all of commercial radio and television. Its basic intent is to persuade, and visual material, coupled with only a few words, is a highly successful form of advertising. Ad writers often use slogans for political ads which are designed to remain in the voter's mind long after they have been heard.

The thoughtful voter should consider some serious questions about the media:

1. Who decides what the public sees, hears, or reads?
2. Does the media ignore the responsibility of in-depth reporting?
3. Can the media unfairly influence citizens' decision-making?
4. Does TV create an audience of passive viewers unable to discuss important issues or think critically?

Citizens should realize that they, too, can affect public opinion through group discussion and by writing "letters to the editor." Personal involvement can make a difference.

The Electronic Media's Influence in Politics

Radio and television have become important factors in American political campaigns. Radio's influence was greatest from the 1920s to the 1950s, especially with the use of live reports from various political headquarters on election nights, and then Franklin Delano Roosevelt's very effective "fireside chats." Media influence was further advanced by the introduction of television and its prompt acceptance into the American scene. Only 12% of American households possessed a TV set in the 1950s, while 88% had one in the 1960s.

Television news programs, specials, and documentaries have shown us the reality of political campaigns from the national conventions of the two major parties to the computer-projected winners on election day. Although the voter may suffer some confusion due to the barrage of media ads and media hype selling a candidate, the commentaries and election time specials do provide a more balanced perspective.

There are those who believe the TV networks exert too much power and influence over elections. Because of the visual aspect of television, styles and appearances become more important than the policies and positions of the candidate. An example of this would be the experience of John F. Kennedy whose famous televised debates with Richard Nixon viewed by millions of Americans catapulted this handsome, articulate young candidate to victory. Once in the White House, the Kennedys were fashioned into the ultimate "media family." This era of the 60s, it has been said, was really the beginning of the media's manipulation of the political scene.

Today, packaged campaigns are readily available to the candidate who can afford them. Campaign management consultant firms provide press relations, public opinion polling, graphics, filming, video and audio taping, brochure design and distribution, political research, election analysis, speech writing, candidate scheduling, fund raising, budgeting, legal assistance, computerized data processing, and even a grass roots "get out the vote" effort.

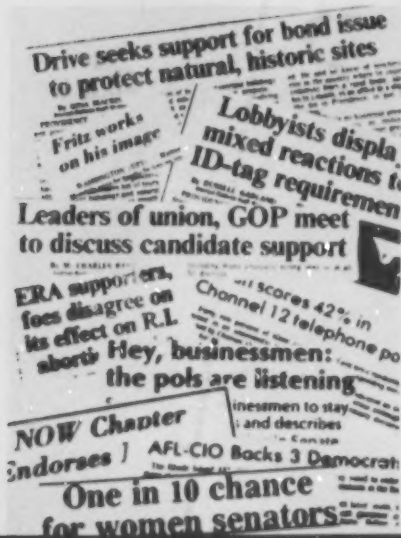
Perhaps the best advice to the voter is to avoid being misled by the media hype and propaganda that is so effectively used by "slick" candidates. The voter, not the media, must make the final decision. Since the role of the media should be to inform rather than to convince, the voter must gather information from several sources and consider it carefully before making an informed decision. Unfortunately, too many Americans rely on television as their primary news source. It is a mistake to rely solely on these short, non-detailed news stories.

As a political campaign intensifies, the voter is surrounded with information designed to enlist support for one candidate over another. To vote intelligently, one must learn to recognize campaign propaganda and focus on the real issues.

Propaganda and the Media

Propaganda is defined as any idea, argument, fact, or allegation used to further or hinder a cause, institution or person. It is the voter's obligation to become familiar with and to recognize the various propaganda devices. The following are those most frequently used:

1. **Name calling** — using labels instead of discussing the facts. (For example, calling a politician a "crook.")
2. **Glittering generalizations** — vague promises that assure the voter of something. (For example, a politician may say that his/her programs will "benefit all Americans and help society in general.")
3. **Transfer** — applying a set of symbols to a purpose for which they were not intended. (For example, a subversive group might display an American flag at all of its meetings to help conceal its basic purpose and gain public support.)
4. **Testimonial** — having a prominent person endorse an idea or product. (Politicians often use movie stars and athletes for this purpose when running for office.)
5. **Plain folks** — pretending to be "one of the common people." (Candidates may use simple English, repeat proverbs, kiss babies, appear in ceremonial garb with ethnic groups, or wear hats with group names on them. This is a commonly used approach but proves little of the candidate's qualifications.)
6. **Bandwagon** — claiming that everyone else is doing something so you better join them if you want to keep up with the crowd. (This is an effective technique for those who follow the majority since it appeals to the desire to conform.)
7. **Cardstacking** — presenting only the facts that favor one side of a situation. (Politicians may use quotes out of context, omit key words of an opponent's remarks, or use favorable statistics while avoiding the unfavorable ones.)



Activities For Role of the Media

1. Compile a list of all news outlets in the area, with addresses and telephone numbers. This should include daily, weekly, semi-weekly newspapers, radio and TV stations, and the nearest local representatives of UPI and AP.
2. Find out the copy deadline schedule for all news publications in your area. Learn the names of city editors, political editors and reporters, and radio and TV news directors and commentators.
3. Have a news reporter, editor, or photographer visit the class to talk about their occupations.
4. Keep an election scrapbook of newspaper clippings about a designated election or candidate. Maintain a journal of radio and TV coverage of the above.
5. Conduct a political interview with a local candidate to determine reasons for running for office and what he or she hopes to do once elected. Determine how much they are spending for advertising and how the ads will appear.
6. Analyze the local newspaper's political ads to find any propaganda techniques. Give the candidates' names, party affiliation, office sought, propaganda technique used, and your evaluation of the ads' effectiveness.
7. Read two or three political editorials and underline any word that attempts to convince or persuade the reader of a point of view.
8. Develop a sheet with two headings titled **FACT** and **OPINION**. List the appropriate facts and opinions from recent articles in newspapers and magazines on political candidates or issues.
9. Analyze the political ad slogans for selected local or state candidates and check closely for propaganda techniques used.
10. Choose a subject that has been written about in the newspaper for the last several weeks. Ask your classmates if they are familiar with the topic and report your findings of this poll to the class.
11. Briefly describe one week's worth of published issues of your local paper and check for the following: political columns or cartoons; an editorial policy that is conservative, liberal, or a mixture of both; space devoted to advertising, news, and political reporting.
12. Find some underground or alternative newspapers in your area and describe them to the class. Bring in samples.

**GLOSSARY OF TERMS
FOR THE ROLE
OF THE MEDIA**

BANDWAGON EFFECT:	the snowballing or rapid increase of support for a candidate; the growth of a momentum as people abandon previous commitments to join the supporters of an apparent winner.
COVERAGE:	the extent to which a news story is researched and reported on.
EDITORIAL:	a newspaper article which states the opinion of the editor or publisher.
FEATURE STORY:	a lengthy newspaper account usually written in narrative style to capture the attention of the reader.
EDITORIALIZING:	the inclusion of personal opinion or point of view (to be avoided in a news story).
ELECTRONIC MEDIA:	all forms of communication that incorporate an audio and/or visual aspect with a source of energy (radio, television).
FREE PRESS:	freedom from government control over the dissemination of news or information.
LIBEL:	a printed statement which defames someone.
MASS MEDIA:	all forms of communication that transmit information to large numbers of people.
NEWS:	information about recent happenings; also information previously unknown.
NEWS SOURCE:	anyone who gives information to reporters.
PRINT MEDIA:	newspapers, magazines and books.
PROPAGANDA:	organized efforts to influence the thoughts, emotions, opinions, and actions of people by means of words, pictures, music, symbols and other techniques.
PUBLIC SERVICE PROGRAM:	an informative presentation of particular importance to the public whose cost is absorbed by the sponsoring institution or organization.



The October 15, 1896 laying of the Cornerstone for the Rhode Island State House. The project was begun in 1895 and completed for occupancy in December 1900. (Providence Public Library photo)

APPENDIX B

DISCUSSION OF THE PARTY SYSTEM

Objectives:

1. To understand the contributions political parties make to the electoral process.
2. To understand the basic problems facing the two major political parties.
3. To recognize the growing independence of party members.

It is important to consider what the political parties do, and what they provide for the voter and our democratic system.

1. They provide assistance for the electoral process.
2. They recruit candidates to run for office.
3. They organize, finance, and conduct campaigns.
4. They serve as a link between the citizenry and the government.
5. They provide the vehicle for political socialization.
6. They create consensus out of diversity and disagreement.
7. They provide a choice or an alternative in our politics.
8. They provide a forum for the viewpoints of minority groups.
9. They provide the vehicle for minorities to participate in the political process.
10. The minority party serves as a watchdog to the party in power.

The growth of American political parties appears to be at a critical crossroads. The place of the parties in our system has become less clear with the steady decline of the power and influence of the party apparatus. Several reasons for this decline may be noted.

First, fewer and fewer Americans maintain strong party loyalties. There has been an upsurge in the number of self-described Independents and an increase in ticket-splitting.

Second, party discipline has weakened measurably. An outstanding example of this is the legal suit brought by Democrat Senator Richard Licht against his party's leadership in 1982. Senator Licht objected to the Senate redistricting plan prepared by the Democrat majority in the Senate. His objection stemmed from his view that his party's redistricting plan was an unfair gerrymander. Senator Licht demonstrated clearly in this instance that political leaders could no longer count on blind obedience to their directives.

Third, we are witnessing a deterioration of party power at the national level as an array of primaries and caucuses are apparently wresting the selection of the party's nominee from the national nominating conventions.

Fourth, another factor working against a strong and cohesive political organization is the rise of special interest groups which provide funds and endorsements upon selected candidates through their "political action committees" or PACs. It has become apparent that candidates actually seek out the "seal of approval" of these special interest groups.

Fifth, an important aspect of modern political life is the frequency of independent candidates and third party candidates challenging the two major parties for the votes of the electorate with the consequent diminishing of the strength of the Democrat and Republican parties. A good example of this occurred in the presidential race of 1968 when George Wallace of the American Independent Party garnered a sizable constituency. Again in the 1980 presidential race, John Anderson ran as an Independent and received 7% of the popular vote. This was achieved without the support of any major organizational base and without any major regional support.

Sixth, another serious problem facing the major parties today is the changing attitude of the American electorate. Today's voters are more literate and more knowledgeable about politics and about issues than their counterparts of the past. No longer do they move as a single group on a single cue. In essence, while many members of the electorate continue to work within the party structure, the political parties have had to adapt to meet the demands of an evermore diverse and fragmented electorate.

Seventh, the new technology of the communications media has also created problems for the political parties. More and more we see the media coverage of campaigns focusing attention on issues and candidates rather than on the parties. Through the magic of videotape and instant replay, a misspoken word or an outburst can mean a critical finale to what was a promising candidacy. The political parties have had to utilize the same techniques to enhance their image. They must now finance the production of attractive and professional presentations of their political message — a costly but unavoidable element of the modern campaign.

Eighth, the major parties continue to be faced with the problem of whether to emphasize their political ideology or political issues. They have the difficult task of rebuilding old coalitions and building new ones. Our mobile society and fragmented electorate continue to make these achievements more and more of a challenge.

Ninth, another problem is that the two major parties have become so similar. Whatever the differences in philosophy or ideology, the parties are distinguished from one another more in terms of solutions to problems. This increased issue-orientation of the parties has brought calls for new party labels that will better reflect political attitudes and illustrate positions on issues more clearly. Perhaps new labels such as liberal, conservative or moderate may increase party enthusiasm and recruitment and revive party loyalty and discipline.

It is evident from the foregoing that the major political parties must adapt to our changing times and to a rapidly changing electorate. Indeed, the survival of the party system depends in large measure on the ability of the major political parties to make such adaptation possible.

THE REPUBLICAN PHILOSOPHY

*John A. Holmes, Jr.,
Chairman
Rhode Island
Republican Party*

"Democracy" means that the people govern themselves, and political parties offer people an organization they can use to run for public office. Each state has its own political party organization, so the specific needs and concerns of individual states can be met. On a national level, the political parties have more basic ideas on how to best serve the people of the country.

The Republican Party believes that our nation's strength is built on each individual having the freedom to do what he wants to do, as long as he does not interfere with the rights of others, and . . .

. . . that government has the responsibility to protect this freedom of opportunity;

. . . that government activities should be limited to those things which people cannot do at all or cannot do so well for themselves;

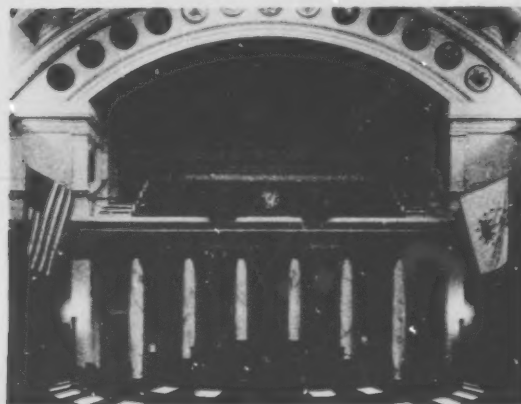
. . . that both government and society should help those who cannot provide for themselves and make every effort to assist them to become self-supporting, productive citizens with pride in their independence;

. . . that the most effective government is government closest to the people. Power in the hands of local officials is easier to control than that same power in Washington;

. . . that equal rights, equal justice, and equal opportunity belong to all — regardless of race, creed, color, sex or national origin.

The Republican Party encourages participation in the two-party system. Government affects the quality of all aspects of life — our schools and teachers; the food we eat and air we breathe; the TV we watch; our jobs and our recreation. Government is responsive to our wishes if we participate and not let others make the decisions for us. With active participation of citizens, the Republican Party will continue to preserve the principles that have made this country strong and free.

There are many different and varied reasons why people join the Republican Party. Basically, the common denominator is the belief that the Republican Party can continue to make America grow and become stronger, while not losing the roots and the past which has made our country the greatest in the world.



*Chamber of the R.I. Senate,
State House, Providence.*

THE DEMOCRATIC PARTY

*Julius Michaelson,
Chairman
Rhode Island
Democrat Party*

Governor Mario Cuomo of New York, in his keynote speech at the Democratic National Convention in July, 1984, explained the difference between Democrats and Republicans. He said, "The Republicans believe the wagon train will not make it to the frontier unless some of our old, some of our young, and some of you weak are left behind by the side of the trail. We Democrats believe we can make it all the way with the whole family intact."

We Democrats believe that this land belongs to everybody, and, at times, we all must surrender some of our individual interests for the greater benefit of all. We believe that women are equal to men, and that this quality must be insured by the passage of an equal rights amendment. Further, education is a right and not a privilege, and government must guarantee that right.

We also believe as Democrats that there are no second-class citizens, and that minorities and the handicapped are entitled to the same rights and benefits as everybody else. Government also has a duty to care and provide for the old, the sick, and the poor.

We are also concerned about the threat of nuclear annihilation to the continued existence of the earth, and that a verifiable freeze is needed NOW. For ourselves, we must work to keep the environment healthy in order that we not become sick.

Finally, we Democrats believe that this is a government of laws, that those laws should be fair, and that fair law and order should govern our conduct. To this end, civil rights and human rights are essential in a free society.

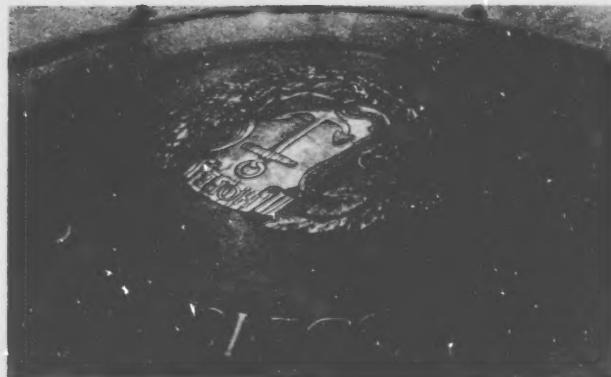
In order for the United States to be a government of, by, and for the people, the people must participate in that government. Participation includes the duty to vote in elections. By voting in elections, the voters express their opinion about candidates and their programs. For our government to be truly a representative form of government, it must know how its citizens think and believe. Elections produce representative government and become more meaningful only when large numbers of the people vote. As Democrats, we believe that everybody should have the right to vote and be encouraged to vote.



*Chamber of the
R.I. House of Representatives,
State House, Providence.
(John Forasté)*

Activities for the Party System

1. Invite speakers to address students on the philosophy and role of the party in local politics. Choose speakers from the state and/or local party committees.
2. Research the history of the party system in the United States.
3. In an election year, interview some local candidates as to their goals and objectives for their campaigns. Tape all interviews.
4. Check local party headquarters to obtain campaign materials. Make a collage from the material collected.
5. Develop campaign literature after choosing an office for which you would like to run. This could be coordinated with local town or city officials, and students could run the local government on a "Student Government Day" serving in positions for which they were elected by their classmates. Appropriate media coverage should be arranged in advance.
6. Invite a speaker who can share expertise on the role of the parties in state and local affairs. (For example, a political science professor from a local college, a state legislator, or a state or local official.)
7. Have a candidate who is running as an Independent address the class on the topic "Why Run As An Independent?"
8. Research and write a report on the influence of third parties in American politics. Some possible choices are the Bull Moose Party, the Know-Nothing Party, the Greenback Party, the Progressive Party and the Loco-Focos.
9. After reading the selection on the two-party system, list and discuss what you consider to be the four major reasons for the decline in party unity.
10. Write an essay on whether or not the party labels Democrat, Republican and Independent are appropriate titles. Would the labels Liberal, Conservative, or Moderate better describe each party's political philosophy?



The State Seal inlaid in bronze on the floor of the Rhode Island State House Rotunda. (John Forastè)

**GLOSSARY OF TERMS
FOR THE PARTY SYSTEM**

APPORTIONMENT:	division into districts based on population for the purpose of electing representatives.
BICAMERAL:	a two-house legislature (usually House of Representatives and Senate).
CAMPAIGN:	any course of action a candidate takes to influence voters toward his or her favor during an election.
CANDIDATE:	any person running for office.
COALITION:	a union of persons for the purpose of promoting a common cause, legislative policy, or electing candidates.
CONGRESS:	the name given to the national legislature.
DELEGATES:	people who represent a state at a political convention.
ELECTORAL COLLEGE:	body of electors popularly chosen in the states and the District of Columbia who meet in December of a presidential election year and cast votes for presidential and vice presidential candidates; the body never meets as a collective unit, but rather the votes are counted by the Vice President before a joint session of the Congress.
ENDORSEMENT:	formal approval of a candidate or a program by an individual party or organization.
FACTION:	a group, within a larger group, that disagrees with the majority on particular political issues.
GERRY-MANDERING:	to divide a state or city into voting districts designed to give unfair advantage to one party in elections.
GRASS ROOTS:	the origin or basis of something; in politics, this refers to the common citizen rather than the political leadership.
IDEOLOGY:	the body of ideas on which a particular political, economic or social system is based.
INCUMBENT:	a person who is currently in office as contrasted with the challenger.
INDEPENDENT:	a person who votes for candidates thought to be the most qualified, regardless of their political party affiliation; also a candidate not associated with a political party.

NATIONAL CONVENTION:	a meeting every four years where each political party elects its presidential and vice presidential candidates, writes a platform, and selects a national committee to take care of party business; delegates to the national convention are selected by party members in states.
NOMINATE:	to offer the name of a person as a candidate for public office.
NOMINEE:	the person who receives the endorsement of his or her party to run for a public office, usually as a result of a convention of delegates.
PLANK:	one specific promise or statement contained within a party platform.
PLATFORM:	the declaration of a political party's policies and goals.
PLURALITY:	the highest number of votes (but not a majority which is one more than half).
POLITICAL ACTION COMMITTEE:	special interest group that contributes money to political candidates who conform to the group's philosophy or specific interests.
POLITICAL MACHINE:	a political organization that dispenses patronage in return for votes.
POLITICAL PARTY:	a group of individuals seeking to gain control of the government through the peaceful means of the electoral process.
POLITICAL SOCIALIZATION:	refers to the learning and acceptance of the political culture of a society and generally results in support for the basic political norms of the society.
POLITICS:	policies, affairs, or goals of a government or the parties within it; the methods or tactics of campaigning or governing.
REAPPORTIONMENT:	a redrawing of political boundaries, such as those between Congressional districts, based on the census taken at the beginning of each decade.
UNICAMERAL:	a one house legislature. (Only the State of Nebraska has a unicameral legislature.)

APPENDIX VOTING PATTERNS

C

Objectives:

1. To understand that definite voting patterns exist and be able to identify them.
2. To understand that the major political parties generally draw support from specific social, economic, religious, and ethnic groups.
3. To develop expertise in constructing and interpreting graphs and statistics.

The total voting population of the United States continues to increase every year. However, voters habitually fall into very definite voting patterns depending on various factors such as age, education, occupation, sex, and race. It has been observed, for example, that generally the more education people have, the more likely they are to vote, and the more often they vote for the Republican Party. Also, a higher percentage of individuals who hold professional and "white collar" occupations vote Republican, whereas "blue collar" workers have a lower voting percentage and tend to vote for the Democrat Party.

Race and ethnic background also appear to be significant factors in influencing voting patterns. Fewer non-whites vote than white, and their party choice is overwhelmingly for the Democrat party, especially in the southern section of the United States. In fact, the staunchest Democrats appear to be the non-whites and the Latin American, Slavic, and Italian ethnic groups.

Age is another determiner of voting patterns. While the highest voting percentage belongs to the 45-54 age group, voters in the 18-24 age bracket have the lowest voting percentage of any group. Consequently, the impact of the 18-year-old vote on elections since 1971, when the voting age was lowered, has been minimal. This problem of the non-voting young American is serious and is being addressed by many groups on many different governmental levels. While it is difficult to characterize the youth of America as voting predominantly for the Democrat or Republican parties, it can be safely stated that most young people vote for the party of their parents.

It is interesting that even religion and union membership affect particular voting patterns. Catholics and Jews most often support the Democrat party as do members of union organizations. Non-union members and Protestants affiliate more often with the Republican Party.

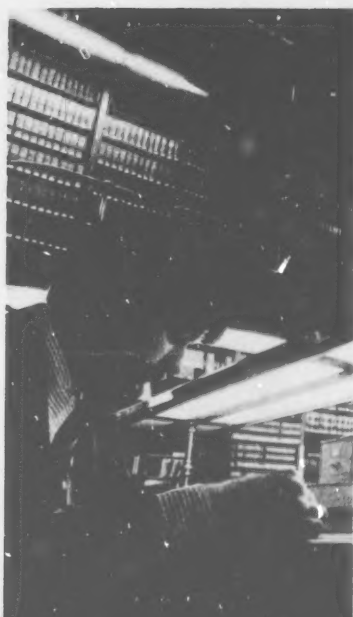
In analyzing voting patterns, a note of caution must be sounded, however. The voting patterns explained above and later in this unit are simply the general inclinations of large groups. When an individual is singled out from the group, he or she, for one reason or another, may not follow the expected pattern of the group. Indeed, in speaking of voting patterns, it must be remembered that the major political parties have members from all ethnic, occupational, income, and age groups.

Activities for Voting Patterns

1. Construct a bar graph illustrating the voting percentages in Chart II.
 2. Account for the fact that the percentage of persons reporting they voted in the 1980 election is higher than the actual number voting (Chart I).
 3. Write an essay speculating on why differences in race, age, education, and occupation cause varying voting percentages.
1. Conduct an informal survey of a class or the school asking the following questions:
 - (a) If you knew nothing of the candidates running for public office, but you still wanted to cast your vote, would you be likely to vote for a candidate of your own ethnic background?
 - (b) If you were undecided about two candidates whom you considered of equal honesty and integrity, and you did not favor one over the other because of political considerations, would you vote for the candidate who came closer to sharing your personal religious beliefs?
 - (c) Would you vote for a candidate whose ideas you liked, but who belonged to a political party different from yours?
 2. Draw up a list of the characteristics of the "typical Democrat" and the "typical Republican," using for information the data given in the unit.
 3. Research the Republican and Democrat platforms of the last presidential election. With this information, construct two large wall posters contrasting the views of both parties on particular issues.
 4. Stage a debate in class between two groups of students arguing the relative merits of the Democrat and Republican positions on some major issue as stated in their respective party platforms.
 5. Peruse a major newspaper for a period of two weeks. Cut out articles demonstrating differences between the Democrat and Republican parties' approach to solving the same problems. Place articles in a folder and write a one-page essay of explanation.

**GLOSSARY OF TERMS
FOR VOTING PATTERNS**

BLUE COLLAR:	individuals who hold semi-skilled and unskilled positions; this term is derived from the color of many work shirts.
DEMOCRAT PARTY:	a major political party that evolved from the Democratic-Republican group supporting Thomas Jefferson.
ELECTORATE:	the voting population.
ETHNIC:	a person living in America who was born in a foreign country, or an American who has one or both parents who are foreign-born.
REPUBLICAN PARTY:	one of the two major political parties in the United States; organized in 1854 to oppose the extension of slavery.
VOTING PATTERN:	the tendency of certain groups to vote consistently for a particular political party.
WHITE COLLAR:	clerical or professional workers employed in occupations not essentially manual labor; this term is derived from the white shirt typically worn.



*The Rhode Island State Library
at the State House. (John Forasté)*

APPENDIX SPECIAL INTEREST GROUPS

D

Objectives:

1. To be able to explain the purpose, legitimacy, and activities of lobbyists in our democratic system of government.
2. To become familiar with some of the better known lobbying groups and their activities.
3. To understand the problems resulting from the activities of pressure groups and the need for regulation of their efforts.
4. To be able to utilize an understanding of the function of the lobbyist to promote the passage of certain legislation or to orchestrate opposition to a bill.

A conscientious citizen should understand the candidates' positions on the issues in order to be able to vote in a meaningful way. There are many organizations whose sole purpose is to educate the voter. The League of Women Voters is such an organization. Their sponsorship of various public forums and political debates at state and national levels is well known.

In addition there are many pressure groups which exert influence such as the American Medical Association and the National Education Association. These groups subsidize the dissemination of information slanted for or against certain pieces of legislation under consideration. Many of these groups employ individuals called lobbyists who try to influence the decisions of legislators.

Labor unions also have their own lobbyists, as do supporters of all the various special interest groups across the spectrum of American life. Any controversial piece of legislation causes these pressure groups, both pro and con, to galvanize into action with the aim of persuading the legislators to support their point of view.

This is perfectly legitimate under our system of government, and it is a situation that can be helpful to the voter. Conversely, it can also be very confusing as the voter may be bombarded with opposing points of view.

The concerned citizen will endeavor to examine the arguments of both the advocates and opponents of each issue and then identify the position of the candidates regarding these issues. At the same time, the voter will bear in mind that the position taken and the material published by organized supporters or opponents on any question are necessarily going to be one-sided, and that both sides of each question should be studied so that an intelligent decision can be made.

Lobbyists operate on both the national and state levels. In Rhode Island, lobbyists must register with the Secretary of State and display ID badges when lobbying at the state legislature. This enables the legislators and the public to know what groups are endeavoring to influence the votes of the legislators. Lobbyists can exceed reasonable limits in their efforts to gain favorable consideration for their special interests thus producing a rather dangerous situation. As a result, many candidates, in their quest for votes, become one-issue candidates ignoring other more important problems.

**I WAS A
TEENAGE LOBBYIST**
by Michael R. Hagopian

Mr. Hagopian served as co-chairman of Young Rhode Islanders for Handgun Safety. In 1977, he became the state's youngest registered lobbyist at the age of 16. He graduated from Smithfield High School in 1979 and went on to Syracuse University in New York from which he graduated in 1983. He is presently enrolled in a law program and is also a candidate in the master's program in business administration at Bridgeport University in Massachusetts.

It is important to note also that the average citizen can act as a lobbyist on an issue of particular concern by requesting the opportunity to testify before a legislative committee to present relevant material or simply to explain one's ideas or concerns. A good example of this is the achievement of two young Rhode Islanders whose interest in gun control legislation led to their having a considerable impact on the development of a gun control bill which was acted upon by the Rhode Island General Assembly in the 1979 session. A description of the activities of these teen activists follows.

In the summer of 1977, several high school students got together to form an interest group because we were all very much aware of the problems with handguns. A bill was introduced into the General Assembly with the strong support of the Governor that sparked us to organize ourselves and work toward a goal.

We decided to have our organization, "Young Rhode Islanders for Handgun Safety," dissolve 24 hours after the passage of the bill so we could claim we were only interested in that one bill. Main concerns for the summer of '77 were to increase our membership and raise money. It is almost impossible for any interest group to function without money or enough support. We got the support we needed, but it became necessary to charge dues for our income; therefore, our budget was very low.

In preparation for the upcoming General Assembly session, we wrote many gun control groups across the country in an effort to gain support. We got the support and information. Handgun Alert of Providence, Rhode Island, and the Coalition to Ban Handguns of Washington, D. C., were two groups that helped us greatly throughout our endeavor. An established group can help a new one get started, and one way is by providing information and facts about how similar laws work in other states.

At the start of the 1978 session, we sent representatives to all the legislative committee hearings to testify. In order to testify, any group needs facts, not opinions, or else the assemblymen will never listen to you. The hospitals and police department, provided us with some of the facts we needed but we felt it important to know if the people of Rhode Island were behind us. So our organization ran a telephone poll of 500 people throughout the state. With the help of a noted Rhode Island College professor, an expert in the field of polling, we were able to produce a very accurate and scientific poll. The results were most favorable to our cause, and in February, Rhode Island Handgun Safety Month, we held a press conference to release our results to the press and a few politicians. It is very effective to show assemblymen that you are representing the people, and not lobbying for selfish reasons. Our survey showed that the people were behind us, but our opponents tried to counteract this and use a radio poll to try and show that people were against the bill. The radio poll was run by a local station which asked listeners to call in and express their views in the form of a vote. It was later stated that their phone-in survey could not be compared to our scientific poll, as was later stated by both our expert as well as the radio station that ran the poll.

In order to follow up our survey, we continued attending committee meetings and talking to senators and representatives who were both directly and indirectly involved with the bill. The better we got to know the assemblymen, the more responsive they were to us. By talking to the key people in the state house, we were able to change the minds of colleagues. Another big help to us was that we always knew where the bill was and how it was progressing. We kept a close watch on it and thus were able to act on it quickly, as was sometimes necessary.

The first year the bill was introduced, it passed the Senate but failed the House, which set up a subcommittee to study the bill over the summer. This meant the summer was going to be an important stage of the bill's "life." But by keeping in close contact with the subcommittee, we were able to persuade them with the support of our partners in the Coalition for Handgun Safety.

In the next session, the bill passed committee and passed the house with no problem, and then proceeded to the Senate Special Legislation Committee. The bill passed this committee with a lot of controversy, and was placed on the Senate agenda for the last day the legislature was in session. I remember this day too well. I was co-chairman of the lobby at the time along with my good friend Paul, and we got out of school at one o'clock to sit on the Senate floor. I arrived only to find that the Senate had recessed for an indefinite amount of time. The session reconvened after an hour and we then had to wait for our bill to come up on the calendar; we didn't know when it was due and neither did anyone else. The session was supposed to end at a certain time and five minutes before the time was up, they extended the time one hour. There were several attempts to kill it, which made us even more nervous. As the clock was nearing 9:00 P.M., the Senate took one final vote: our bill passed!

This victory could not have been accomplished without the help and cooperation of all the "adult" groups in the coalition, and the sheer devotion of our group. Success in lobbying is brought about by hard work, devotion, and factual information. A member of the legislature only wants to hear facts, because he sometimes depends on interest groups to provide him with information that he doesn't have time to research. If an interest group can be trusted, it will receive better results from legislators.

Nobody is going to influence an official merely by sitting at home and writing letters all day. You have to be a go-getter in order to influence people. One doesn't have to be a pest; just let the leaders know who you are and make a good appearance every time you see them. This doesn't mean writing letters is bad; it can be very effective but it must supplement personal appearances.

SOURCE: **The Rhode Island Book**

Activities for Special Interest Groups

1. Find an example of lobbying activity in the newspaper. Cut out the article and include it with your own one-page summary describing the basic details.
2. Check the back issues of the newspaper for a list of the registered lobbyists in Rhode Island.
3. Role play the following activity in which students divide into three groups representing:
 - (a) a legislative committee considering a bill
 - (b) lobbyists in support of a bill
 - (c) lobbyists against a bill.

"Lobbyists" will present arguments before the "committee," which will then make a decision based on the student presentations.

4. Invite a professional lobbyist to speak to the class to explain this type of activity and to answer questions.
5. Attend a legislative committee session to observe the efforts of lobbyists and then report impressions to the class.
6. Collect various brochures and publications of local lobbyists for classroom evaluation.
7. Contact various legislators for their views on the activities of lobbyists. Radio or television broadcast simulations can be presented to the class with the help of a tape recorder or video cassette recorder.
8. Through participation in the R.I. Model Legislature, students can play the role of lobbyists by working to achieve the passage of certain bills and/or the defeat of others.
9. Write for a legislator's view on the importance and impact of the work of the lobbyists.

GLOSSARY OF TERMS FOR SPECIAL INTEREST GROUPS

CLIENT:	a person or company on whose behalf a professional lobbyist is employed.
INTEREST GROUP:	an organized group of people sharing attitudes and concerns on one or more issues that works to influence government policy.
LOBBYING:	process whereby an individual or group of individuals attempts to influence the decision of a member of Congress, or state legislature.
LOBBYISTS:	experts who testify before committees presenting important background information which can support their (and their client-group's) point of view; often called "The Third House" of the legislature.
SPECIAL INTEREST:	describes groups that lobby the legislative and executive branches for projects, laws, or regulations that benefit their members; often associated with industrial, political, labor, environmental, and religious groups.

**RESOURCE PERSONS,
ORGANIZATIONS AND
MATERIALS FOR
YOUR USE**

Mary Ellen Ahearn, Manager, Newspaper in Education Program, **Providence Journal-Bulletin**, 75 Fountain Street, Providence, RI 02903

Lu Ann Battista, Rhode Island Coordinator for the Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202

Robert Cooper, Governor's Committee on the Employment of the Handicapped, 277-2000

Honorable Susan Farmer, Secretary of State, State House, Providence, RI, 02903

John Hazard, Special Projects Director, Circulation Department, **Providence Journal-Bulletin**, 75 Fountain Street, Providence, RI 02903

George Issa, Executive Director of In-Site Rhode Island, RI Department of Education, 22 Hayes Street, Providence, RI 02908

Christopher O'Neill, Executive Assistant to the Commissioner of Education, RI Department of Education, 22 Hayes Street, Providence, RI 02908

John Pitman, Program Development, RI Department of Education, 22 Hayes Street, Providence, RI 02908

Registered Lobbyists' names available from the RI Secretary of State, State House, Providence, RI 02903

* * * * *

RI State Board of Elections (Janet Armstrong, Secretary), 50 Branch Avenue, Providence, RI 02904

Local Boards of Elections and Boards of Canvassers (consult local listings)

League of Women Voters (Jane Sherman, Secretary), Seekonk Street, Providence, RI 02771

Governor's Citizen Information Service, 277-2494

Federal Information Center, 331-5565

Democrat Party State Committee, 273-8700 (Julius Michaelson, Chairman), 10 Charles Street, Orms Building, Providence, RI 02904

Republican Party State Committee (John Holmes, Chairman), 146 Westminster Street, Providence, RI 02903

RI State Library (Beth Perry, Librarian), State House, Providence, RI 02903

RI Film Library, c/o Rhode Island College, 600 Mount Pleasant Avenue, Providence, RI 02908

RI Department of Elderly Affairs, 79 Washington Street, Providence, RI 02903

FILMS AVAILABLE FROM THE RHODE ISLAND FILM LIBRARY

TITLE	NUMBER	LENGTH	GRADE LEVEL
Choosing the Candidates	FRICFC00132	14 min.	Jr.-Sr. High
A timely and informative report on the origins and development of presidential nominating conventions from 1832-1976.			
Constitution: Interpretation	F0699061431	28 min.	Senior High
A discussion of conflicting interpretations of the Constitution by Executive, Legislative and Judicial branches of government.			
How We Elect Representatives	F0388034335	10 min.	Jr.-Sr. High
Presents the story of a typical election from registration to the counting of ballots, including the use of voting machines and the impact of television.			
Inside Government Series:			
Congressmen	F0699060788	25 min.	Jr.-Sr. High
A week in the life of a congressman.			
Inside Government Series:			
Legislator	F0699168368	25 min.	Jr.-Sr. High
The film follows a state legislator as he attempts to get a bill passed.			
Inside Government Series:			
Lobbying	F0699174988	25 min.	Jr.-Sr. High
A study of how lobbying at the state level can have positive and negative effects on legislators and legislation.			
Voting at 18	F0388034297	12 min.	Jr.-Sr. High
A film explaining the impact that the 26th Amendment has had on the eighteen-year-olds. Explains how they can make their voices heard by registering, finding out about candidates, and then voting.			
Why We Have Elections	F0699321980	9 min.	Primary-Intermediate
A tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials.			
Why We Have Laws	F0699321999	10 min.	Intermediate-Jr. High
A king who makes silly rules and three of his unhappy subjects are the characters in this animated story introducing the basic concept of laws.			

VIDEOTAPE

A segment from the BBC "Panorama" Television Series is available on VHS format videotape from the RI College Film Library. It relates to the Unit 4 reading by Ann Burns and follows two delegates to the 1980 Democrat National Convention. The tape is 20 minutes in length. It has been copied with the permission of Mr. Emonn Matthews, New York Office of the BBC (British Broadcasting Corporation).

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AUDIO VISUAL

TITLE	LENGTH	COST
Voter Registration	22 min.	\$5 rent, \$40 purchase
Part of the American Federation of Labor's "America Works" series. Order two weeks before use from AFL-CIO Dept. of Education, 202/637-5000.		
Government and Law in the Community	10 min.	\$31
Part of cassettes #17156K		
Presidential Politics	10 min.	\$31
Part of cassettes #17181K		
Politics and Mass Media	10 min.	\$31
Part of cassettes #171181K		

Order from Encyclopedia Britannica Community Life Series, Teleservice Division 800/554-9862

Lobbying	18 min.	\$265 for videocassette
Political Parties in America	20 min.	\$285 for videocassette
Electing the President	30 min.	\$430 for videocassette
Order from Encyclopedia Britannica Community Life Series, 16mm Division 800/558-6968.		

First Step to Voting-Voter Registration		\$6
Filmstrip based on New Jersey law. Order from Institute for Political/Legal Education, 207 Delsea Dr., RD4, Box 209, Sewell, NJ 08080 609/228-6000.		

Registering Young Voters	25 min.	\$15
Filmstrip and cassette #6318051		

Voting in America for 200 Years		\$70
Four 30 min. filmstrips with cassette and teachers' guide booklet #6318052		

Note: These two items, with the curriculum guide **Voter Education** and the booklet **Coming of Age**, totalling \$98, are offered as an election-year package for \$80. Order from National Assoc. of Secondary School Principals, Division of Student Activities, 1904 Association Dr., Reston, VA 22091, 703/860-0200.

POSTERS, FLYERS, ETC.

AFL-CIO Committee on Political Education

Your Vote is the "1" That Counts

available from AFL-CIO-COPE, 815 16th St. NW
Washington, DC. 20006

League of Women Voters of the U.S.

Easy Does It lists voter registration
procedures and deadlines for all states.

#522 \$1

VOTE One version (232) has room for your message, one version (397) has
"League of Women Voters" \$1 each 10/\$5

Go Register Yourself buttons, white on black lettering 25/\$3

Order from LWV-US, 1730 M St. NW, Washington, DC 20036

Project Vote!

Muhammed Ali knows . . . Voting is a Great Equalizer

B/W flyer available at cost from Project Vote!

Suite 219, 1201 16th St. NW, Washington, DC 20036 202/293-3933

Southwest Voter Registration Education Project

La Esperanza del Futuro, Su Voto Es Su Voz

and a Spanish language flyer available at cost from the S.W. Voter Registration
Education Project, 201 N. St. Mary's, Suite 501, San Antonio, TX 78205
512/222-0244

WORKBOOKS, GAMES

Institute for Political/Legal Education

What If . . . series

These workbooks, at a level of grades 4-5, were originally developed for
adults:

What If . . . You Want to Register and Vote \$1

What If . . . You Want to Cast a Ballot \$2

What If . . . You Feel There Ought to be a Law \$2

There is a teaching guide **What If . . . You Want to Teach Political/Legal
Coping Skills** (\$2) to accompany the booklets.

The Lobbying Game, a simulation 20pp. \$1

All available from IPLE, 207 Delsea Dr., RD 4, Box 209, Sewell, NJ
08080 609/228-6000.

**SOURCES USED
FOR THIS MANUAL**

Constitution and Charter of the State of Rhode Island and Providence Plantations, Secretary of State, State House, Providence, RI 02903

Election Laws of the State of Rhode Island, 1982 and Amended Election Laws, January, 1983, Secretary of State, State House, Providence, RI 02903

High School Voter Registration, Institute for Political and Legal Education, 207 Delsea Drive, Sewell, New Jersey 08080

Official Count of the Ballots Cast (Various Election Year Editions), RI State Board of Elections, 50 Branch Avenue, Providence, RI

Perspectives — 1981 Edition, Edited by F. W. Mayer and B.W. Jentleson, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202

Practical Politics — Vote Ohio, Ohio Secretary of State, 14th Floor, State House Tower, Columbus, Ohio 43216

Providence Journal-Bulletin Almanac, Providence Journal-Bulletin, 75 Fountain Street, Providence, RI

Rhode Island Book (3rd Edition), Michael E. Smith (editor), RI Department of Education, 22 Hayes Street, Providence, RI 02908

Statistical Abstract of the United States, Department of Commerce, Bureau of the Census, 1980 through 1984 Editions, Washington, DC 20233

Robert A. Taft Institute of Government, Various Materials.

Voter Information Booklets, RI Secretary of State, State House, Providence, RI 02903

We The People, Rhode Island College Institute in Practical Politics, Dr. Victor Profughi, Director, Rhode Island College, Providence, RI 02908

*In the State Room of the
Rhode Island State House
hangs a Gilbert Stuart portrait
of George Washington. (John Forastè)*



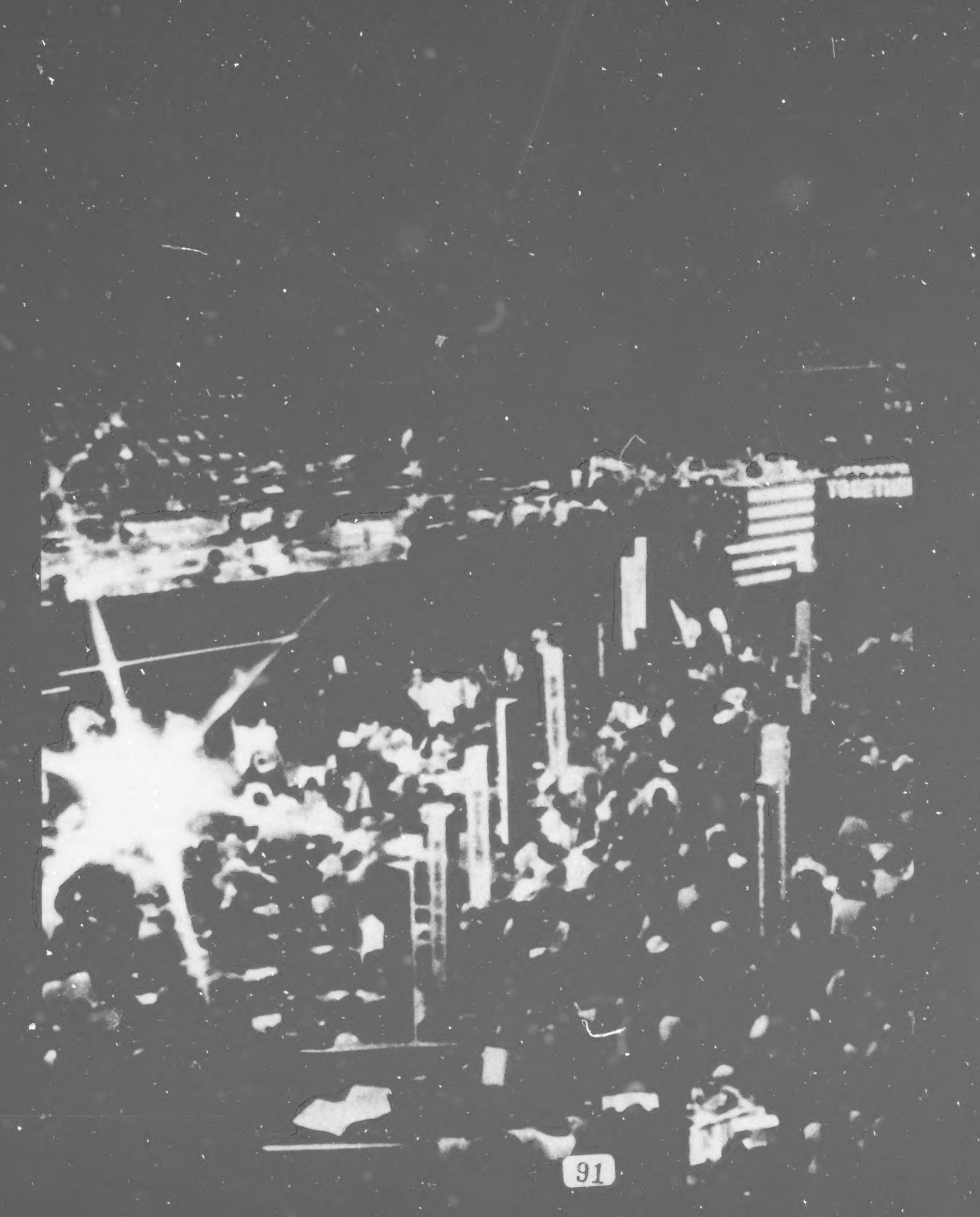
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A TEACHER'S GUIDE TO STUDENT HANDOUTS IN THE VOTER EDUCATION MANUAL

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

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1984

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RHODE ISLAND DEPARTMENT OF STATE**

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State of Rhode Island and Providence Plantations
OFFICE OF THE SECRETARY OF STATE
STATE HOUSE
PROVIDENCE
02903

Susan L. Farmer
Secretary of State

October 1, 1984

Dear Educator,

I am very pleased to be able to make this voting instruction manual available. It is my hope that both you and your students will find it informative, challenging and entertaining.

Following are a few hints I would like to offer. Consider them carefully as you work with the text, and you will get the most enjoyment and benefit from this guide.

- ** Use the glossary following each unit of instruction. These mini-dictionaries will be very important and useful to anyone using the text.
- ** The Points for Discussion are varied in scope. Look them over. You will surely find something for everyone.
- ** The same comment is true for the Activities. Pick the ones that interest YOU. And don't be afraid to try the challenging ones. Politics IS a challenge.
- ** If you are excited about the process, you will enjoy the Appendices which offer additional, more detailed study opportunities.

The hand-outs contained in this teacher's guide have been printed on individual sheets to facilitate the making of additional copies. Answers to each hand-out will be found in the second half of the guide.

Remember, the success of any such program will depend a great deal on your enthusiasm and willingness to adapt the material to your specific needs when necessary.

If my office can be of any further assistance to you in implementing this voter education program, please don't hesitate to call upon us.

Sincerely,

Susan L. Farmer

**UNIT I
HANDOUT #1**

**ELECTIONS
AND THE RIGHT
TO VOTE**

The government of the United States is a representative democracy or republic whose leaders are elected by the people. The franchise or suffrage, which means the right to vote, is a right which belongs to all citizens who meet specific legal requirements. In general, Congress and the Supreme Court have extended the right to vote to groups previously denied the suffrage.

Unscramble the letters in each sentence below to complete the puzzle:

1. To qualify to vote, the first requirement, established by every state, is (psihzentici) _____.
2. Individuals who are mentally incompetent and certain convicted criminals are (ricttsered) _____ from voting in all states.
3. Before voting, a citizen must (ertisgre) _____.
4. The 15th Amendment makes it unconstitutional to deny a person the right to vote on the basis of (eacr) _____ or (orlco) _____ or previous condition of servitude.
5. (enmow) _____ were given the right to vote by the 19th Amendment.
6. States are prohibited from charging a (ollp) (xta) _____ as a prerequisite for voting in a federal election.
7. In 1970, Congress and the Supreme Court banned any form of (arcyelit) _____ test as a requirement for voting.
8. The (enycsider) _____ requirement for voting in presidential elections is thirty days.
9. (eentighe) _____ year olds were granted the right to vote in national elections by the 26th Amendment in 1971.
10. The process of removing a public official from office by a public vote is called (lalcer) _____.
11. A (dunmeerfer) _____ is a practice of submitting to popular vote a measure passed or proposed by the legislature.
12. (ulartan) _____ born citizens and (dinzleratau) _____ citizens both have the right to vote in all elections.
13. Each of the fifty states has a written (coosttiunnit) _____ which serves as its fundamental law.
14. Naturalization is the (lleag) _____ method by which an alien becomes a citizen.
15. The 17th Amendment further extended the democratic process by placing the election of (srotanes) _____ directly before the people.

**UNIT I
HANDOUT #2**

There are 18 words here — can you find them?

VOTING

JOHLY I Z K U Y G X S Q E U Z Z T Y W Y A L O
Y P G P C T M N I U S W R H J R F H K N S V N U K
N R V L Z U M U Y C X F L R T K T A W U W A M X J
U E W G M L W S I Z H O Q L U B P F S I N G L A P
N C Q B U U D T W H T N E G R U S N I B T Z A M Z
P I U N Y O I D T T K W L H W V U K S W C C B X Q
K N Z X E Z H C G M M F E G B V C Z C A H U Q S U
U C J M E G I O O W P C P L U R A L I T Y B P P
C T N N J R Y L M L I P T Q M F X Y P L G H F K G
O L R W T V L B A H C W O T N E B M U C N I B E S
N Y T S O C R E S P J M R F E E S M J S P U G N W
S U I T C S A N W Z B X A C O N S T I T U E N C Y
T D E N E C E W E D X T T Y J F C R K U W S L H P
I Q K C R Z I E F Z J V E C U P M N C L J P M C V
T S B E I F C V B L R U U D I F I L V E N D I N V
U P H T X S R M I A Y G C Q A G R S L O P T H S W
T G I X G B K A L L E G A R F F U S O A I K T R K
I C U Q X Z M J N K R T F T D W W H U Z C N A O J
O Y Y B C D N M O C Q I H D M T T V E Q E E C J M
N K R D M V M Y J C H F G S J E W N T M Z A R Q P
K M U I C X E I V W S I D H F W H H D B V P I Q O
D I Y L T M H R S A U O S Q T I N N J R N X I N K
F W R O L C V Z T W P E G E Y S E D Q P T K C E A
E S I H C N A R F N E S I D P M J F P W Y N V T X
X J G A E K Z V M N X W B I A X F L G T C P Z C E

Here are the words to look for:

AMENDMENTS	CITIZEN
CITIZENRY	CITIZENSHIP
CIVIL RIGHTS	CONSTITUENCY
CONSTITUTION	DISENFRANCHISE
DISTRICT	ELECTORATE
FRANCHISE	INCUMBENT
INSURGENT	PLURALITY
PRECINCT	RECALL
SUFFRAGE	VOTE

**UNIT II
HANDOUT #1**

**REGISTRATION
ELIGIBILITY**

Carefully analyze the examples below. All of these people are citizens and all are over the age of 18 except where the description says they are younger. Answer the questions:

1. Is this underlined person eligible to register?
2. Must this underlined person re-register to vote?

DESCRIPTION	ELIGIBLE TO REGISTER (Yes or No)	MUST RE-REGISTER (Yes or No)
1. <u>Jane Doe</u> is a registered voter. She marries John Smith. They decide to live at her apartment. Her address does not change.	_____	_____
2. <u>John Jones</u> moved from Westerly to Woonsocket six months ago.	_____	_____
3. <u>Bill Verdon</u> has lived in the U.S. for four years. He is not a citizen.	_____	_____
4. <u>Luis Gomez</u> is a native born American. He speaks a little English, but he reads only Spanish.	_____	_____
5. <u>Bob Hobin</u> is a naturalized, 30-year-old U.S. citizen. He has lived in Providence over a year.	_____	_____
6. <u>Phil Holt</u> is in prison for manslaughter, serving the fifth year of a fifteen-year term.	_____	_____
7. <u>Jack Green</u> has not voted since 1978.	_____	_____
8. <u>Sue Long</u> is insane and confined to a sanitarium.	_____	_____
9. <u>Betty Smithson</u> is 17 years old and a U.S. citizen.	_____	_____
10. <u>Kathy Hayes</u> is blind and so disabled she does not leave her home.	_____	_____

**UNIT II
HANDOUT #2**

**VOTER
REGISTRATION**

Registration is a prerequisite for voting. It is a means by which each eligible voter is recorded in a particular town or city. Since one's right to vote is one of the most basic privileges of an American citizen, it is important that this right be protected as much as possible. Registration helps to do this.

Unscramble the letters in each sentence below to complete the puzzle.

1. A (llngipo acelp) _____ is where you go to vote.
2. To disaffiliate oneself officially with a political party is to (ebercumunn) _____ oneself.
3. An (idffaavit) _____ is a sworn statement or oath.
4. A serious crime for which a fine and/or prison sentence may be prescribed is called a (leyonf) _____.
5. When a voter is going to be absent from the state or district on election day, the voter may be eligible for a (ilma aboltl) _____.
6. The process whereby an alien becomes a citizen is called (nalaturiztaion) _____.
7. To certify or attest to a statement or signature is to (zeiraton) _____ it.
8. A (ryarimp) _____ election is one that allows voters to elect candidates to run for office and/or to select delegates to nominating conventions.
9. A person who is authorized to certify documents and administer oaths is a (raytno blucip) _____.
10. To (naitemon) _____ means to name someone as a candidate to run for office.
11. The person who is in charge of the operation of the polling place is called the (eradomort) _____.
12. A committee that is composed of members of both political parties is a (sitpariban) _____ committee.

UNIT II
HANDOUT #3

REGISTRATION

RDCSSISNRTZAAEKNBUSPOOXWGVGELWQW
DLNRZJMABCKPUXQMSSAVNACMOSNFARUS
IDKCPIBFDICQPDCTXGOMCTTJDBICUXJ
ECVEWCICTRHEMCTPUQBFPXIGKLWXDSYN
ALEGMEVPYTRMSQZTRZETBNMKFVOCECOY
ZFIVOEJOJSBQXIOTAAWPGNNCJYIAGYWZ
PUFGXWRGAIUEKLHRFVOMJHYMBPUNATTH
PCWAIKVGHDIELZYCQXALBXKTOLNVRDBQ
AMEWDBNQE ZGAXVQKNCNOTARIZEDAFOYL
YZFBGALKDNBWJJFSHAYWWHNKFMWSFPAK
OVUUQTVELICNLNOITARTSIGERBFSURVA
TJFYICGIXPYKVNBSVPVJJJRHRAESEAQ
UZZFMSDVTYCFBEDPOLLINGPLACERICKE
VAAFBLLIMUXTWABHNL MJSSJUQRKSZIGV
MBQQDSRNLMXYBCLUOLREQNDHOTLINNF
VXTYAPPVLT EFPAMLSGPXFUJYOJLSHCJW
CMNOKKOYQRVOTINGOLQNL CRZQBNGITZD
FGGGWiHFNVAXDIMPATZEZAGVYDWYHGKM
EKIHLMFJUORJGLVXIENJMBDHYVFZUTEV
KLLLMISJIHMUUCMDKTQIU VCHTBZJCQKR
QBRJRNPYXPPIJHJALKRNASITRAPIBBYL
GTBBQGUZIZCVNIBEF PANIPKBOJKWXCNH
TTJGXJBELVUDIA XRYFHDG SWPBEILNTGA
EXHUCODPWUJWODTTZDLXLCQGOTOEHGPJ
VWKZFIJQZSOTUYRERSMIQUEZEZDNBAER
VUUNENCUMBERHAPAJBESAJRLMIXYKMXE
VHNIMEQWYXUQPZWJWFRKJTILSKQJOZWC
NDYBHVUJFJXCMEBFAVTYWCIEYAIQVLPW
GNGOURRCNZTCKPVFYQEMI OROMGPORJTN
AUFHHCCXEWMSRWRJDWK MJNXMNMSMNOSG
RWENMZFBBAABMMFLPAORPICCCIXSZLOJ
EBRRQCFDBBWLZPPREDYZXAGUSXBGYQGW

Here are the words to look for:

AFFIDAVIT	BIPARTISAN
BALLOT	CANVASSERS
CANVASS	DOMICILE
DISTRICT	EMERGENCY BALLOT
ELIGIBLE	FRAUDULENT
FRANCHISE	NOTARIZED
NOMINATE	POLLING PLACE
PARTY PRIMARY	REGISTRAR
PRECINCT	RESIDENCY
REGISTRATION	UNENCUMBER
SUFFRAGE	VOTING MACHINE
VOTING	
WARD	

Elections board says students in dormitories can vote in R.I.

By RUSSELL GARLAND
Journal-Bulletin Staff Writer

PROVIDENCE — Students cannot be denied the right to vote in Rhode Island simply because they live in dormitories, the state Board of Elections ruled yesterday.

In a victory for students who signed petitions to recall Mayor Vincent A. Cianci Jr., the board said students, like anyone else, may register to vote by giving a valid address and presenting one of 11 types of identification spelled out in a state law enacted last year.

Challenges to inclusion of students on voting rolls, said board Chairman Joseph R. DiStefano, must be considered case by case. To exclude all students who live in dormitories, as a lawyer for Cianci requested, would be discriminatory, DiStefano said.

Although with Cianci scheduled to resign today, the recall drive was no longer an issue, the elections board agreed to consider the student question because of its implications for other elections.

★ ★ ★
IN ANNOUNCING the unanimous ruling of the board, DiStefano said he expected those elections to generate a flurry of challenges to individual students on voting rolls. He said the board's decision was a step back toward the old state voting law, which essentially declared "you lived where you said you lived."

"When it's all said and done," said DiStefano, "we're almost back to square one."

But Rep. Keven A. McKenna, D-Providence, a lawyer for recall

forces and a member of the House committee that wrote the new voting law, said the new statute, unlike the old, contains specific criteria that the Board of Elections can use to determine whether a registered voter resides where he says he does. The criteria include the address on a driver's license or bank account.

★ ★ ★

STUDENTS, MOSTLY from Brown University, crammed the small hearing room, but were not allowed to testify. DiStefano said the board would hear only from lawyers for the two sides.

Cianci's lawyer, Raymond Dettore Jr., said students who live in dormitories do not meet the legal definition of having "a(n) intention to reside (there) for an indefinite period" and should be treated differently from those living in other types of housing.

Dettore was questioned closely by DiStefano, who asked how the board could justify excluding dormitory students while allowing other students to register even though they too may plan to leave the state at the end of the school year.

"A dormitory is temporary in nature," Dettore replied. "There is no way to extend it because someone is coming in after you."

Craig Spiegel, lawyer for the Boston-based National Student Campaign for Voter Registration, countered that all court decisions on the issue have interpreted "intention to reside for an indefinite period" to mean "at present." He

said state voting officials can no more speculate on the long-range plans of students anymore than they can on those of any other voter.

Furthermore, said Spiegel, disqualifying students living in dormitories would violate the equal protection clause of the U. S. Constitution.

"Individuals must be treated as individuals," he said. "There's no reason to treat a student differently from any other resident."

The 1983 voting reforms were passed by the General Assembly because of widespread reports of ballot abuse, particularly in Providence.

As part of his strategy to defeat the recall drive, Cianci attempted to have students who listed a dormitory address disqualified. The recall effort, however, failed to collect enough valid signatures even with inclusion of those students.

The Providence Journal, Wednesday, April 25, 1984

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**UNIT II
HANDOUT #5**

**SAMPLE COPY OF NEWSPAPER AD PUBLICIZING DEADLINE DATE FOR
APPLYING FOR A MAIL BALLOT**

CORRECTED NOTICE

(Per Court Order)

**OFFICE OF THE SECRETARY OF STATE
VOTING BY MAIL BALLOT
IN PROVIDENCE**

ELECTION DAY: July 31, 1984

The Board of Canvassers of Providence will receive applications
for Mail Ballots until 4:00 p.m. on July 10, 1984.

You can vote by Mail Ballot if:

- 1) You will be absent from Rhode Island on Election Day while the polls are open; or
- 2) You will be absent from the city or town of your voting residence on Election Day while the polls are open because you are a student or a spouse of a student in an institution of higher learning which is more than twenty miles from your polling place; or
- 3) You are incapacitated to such an extent that it would be an undue hardship for you to vote at the polls on account of illness or physical or mental disability. (You must have a certification from a physician or christian science practitioner);
- 4) The tenets of your religion forbid your voting on the day of the election; or
- 5) You are confined in a hospital, convalescent home, nursing home, rest home or similar institution; or
- 6) You are unable to vote in person because you are being detained while awaiting trial or you are imprisoned for a cause other than final conviction for a felony; or
- 7) You will be temporarily absent from Rhode Island because your employment or service is intimately connected with military operations, or you are a spouse or legal dependent residing with such a person.

***PLEASE REMEMBER - Your application for a Mail Ballot must
be received not later than 4:00 p.m. on July 10, 1984.***

For reference see Section 7 of Chapter 172 of the Public Laws of 1983.

SUSAN L. FARMER / SECRETARY OF STATE

Source: **Providence Journal.**

UNIT III
HANDOUT #1

Mark whether the following statements are **TRUE** or **FALSE**.

- _____ 1. Closing the curtain of a voting machine activates the machine so it may record your vote.
- _____ 2. Blind people may vote in a voting machine.
- _____ 3. Using the large handle to open the curtains of the voting machine is acceptable if you have a question while you are voting and wish to speak to the warden.
- _____ 4. Two persons are allowed to help you in the voting booth if you have a question while you are voting.
- _____ 5. Your vote is not really secret since the total number of votes is recorded on the voting machines.
- _____ 6. If you make a mistake, you may change your vote by using the small butterfly levers.
- _____ 7. You may not write in a candidate's name if it does not appear on the ballot.
- _____ 8. You may take materials into the booth to assist you while voting.
- _____ 9. You may take as long as you wish to vote.
- _____ 10. The Secretary of State is required by law to send information on referenda questions to all registered voters.

**UNIT III
HANDOUT #2**

**THE VOTING
PROCESS**

The voting process has often been viewed as a complicated and confusing task in the eyes of young people. Many efforts have been made to assist the young voters to understand the issues and to encourage them to get involved and to become politically active. The 18-25-year-olds are a significant voting bloc and will really have an impact on election results once they realize their strength.

Unscramble the letters in each sentence below to complete the puzzle:

1. An election held at any time during the year at the request of local authorities is a (iepcasl tlceeni) _____.
2. (Rapyt bosymls) _____ are used to identify the political parties at the head of a column of candidates.
3. (Noitcele) _____ is the process of choosing a person to fill an office by the casting of votes.
4. (Pitls cktiet) _____ is a method of voting favored by the independent voter.
5. A(perenilatdsi ampirry) _____ is a preliminary election to help select delegates to the presidential nominating convention.
6. A (icamunipl noitecle) _____ is a city or town election that may or may not coincide with the general election.
7. The process of voting exclusively for the candidates of one particular political party is to vote a (ttsrgiah cketit) _____.
8. A (nerlage oitenlec) _____ is held in even-numbered years to elect federal, state, and municipal officials.
9. Master (vleers) _____ are handles located at the top of each voting column which, when pulled, will cause an X to appear next to every name in that column.
10. A (ryiramp eelionct) _____ is a preliminary election in which members of a political party help choose their party's candidate.

**UNIT III
HANDOUT #3**

**THE VOTING
PROCESS**

There are 20 words here — can you find them?

MEMSRUBYZZJXEAQSAZEXT
OUPRXEGALWTODQFBNOOO
CVNISQFBLABROTJIOLCX
OJIIVPKEDLPACPHYLMOS
NZCYCREIRNOANCBAGPRS
GEONJIDCNEPTAKBFAEXK
RDNQQNPWIMNMONSOPVYX
ERVLAITAOAGDIODEXDCK
SAECSRUCNLNLEAULHGECO
SRNITVTYIRTERYRJHLWF
OGTXJDLTXIAELNRSCEXN
WKIOABOYRDVFUEWBYGIQ
GJOFMVRWMERBFNCAKANH
GENERALELECTIONTATCJ
LJSFMWVRTFEDERALIEKY
QSTICKETSPLITTINGOYI
AWRYITUCVBXZXZMETHNJ
ZPGISBSTRAIGHTTICKET
RSCAFUVXFWKPZBXYQEIL
DRMOJTMDERQMJLKSOWBX

Here are the words to look for.

ASSEMBLY	BALLOT
BANKS	BUTTERFLY LEVERS
CANDIDATE	COMPACT
CONGRESS	CONVENTION
DELEGATE	FEDERAL
GENERAL ELECTION	MASTER LEVER
MUNICIPAL	PRIMARY
REFERENDA	SPECIAL ELECTION
STRAIGHT TICKET	TICKET SPLITTING
VOTING MACHINE	WRITE IN BALLOT

**UNIT IV
HANDOUT**

There are 12 words here — can you find them?

**GETTING
INVOLVED**

UOLAIRHHOEKDGCCVMXGHSGRFLLBSJSUJ
TXORDDBWLYYVVTNEMESRODNEXABVLGGE
DECLARATIONYCYZII BFQLEIZJLQLCLAIH
UBLDUTPQVCYMMOVWRBVQPDRKZIBOUGHT
RGXQMDPSPQHYIAATDDZGHSBRMVTNBIKE
HOWZTYEDEHTXTGJONNMFPDGAQVSFWHKT
PYYNEDDGLPAFSQZOIHIUDVTQCIJZHCHL
AGRQUQIPIKREYTTZROBMMZQAHVXMQBBT
TAPKRPTTITRVGPACLIHKYWNWFSTLSCLY
RXWQVKZKFJJLJRWRATCYDDRMTTYSDBX
OWCEVZWJWWQYUDTJBRAVIOXLGGKLMRNC
NESZRCMMCSZERVNUQDBDEIPESDWSYLZU
AGJAVHFUEZCOQQUDINANDNCCBJHSADVQ
GNIYNOJXSVMGNUDE TUMIENJLIXKHVAO
EMCCKMJLGDWODMNCCKQKZPPNKWCAVTNZ
TSWWHGFANPAQVADXQNRVJKEHCWOCKNWG
FRZWMA PHCAZUCEUGOGAMEDGUTNVHVAND
CHPZBQQGSNLVGSHEVVKG YLSUMOTOFWHA
UVFAIABRAXUSATQLZDLXJTLQPHRNB SAU
UNICCYZBMLZNOSISFVWQVAHQWMXILFLQ
YFPUEHJLFFSENATORCKPXOJFRNUHZTNS
PMYRFMKZIJGZSYAHSBCTYUMMLHUMULAP
TNDJTRFGPNVDLRFPTJWKLNQIULULIFAS
ROOAMSRDGGQXGKPOKSVROOJXTYXJZOJRE
UMYRSAWINLSZBNIHITWPFYADOMUCSWPI
HILCSUARXIOYVHOCKNZQZMITNUUCABPA
ANAAJPHXHBJPYTRBURZCKKJPNFJFUWVO
AAIDMFFZLPBUMRIDVKAHJUNTDRJPYRNE
E7BAOPHTDNABELKOIULDLEMFKKISPBRG
ZICISEYRGOZCZTYZVBBIZJLOUPMOVQEB
FOXDAYAGKMSUBWQRCXHDVCZIU LJIMZOV
JNGJOJRBTSES WPBGTWEQAWHIVIPJISGT

Here are the words to look for:

MAJORITY	NOMINATION
PATRONAGE	DARK HORSE
SLATE	CANDIDACY
SENATOR	DEMAGOGUE
DECLARATION	CAMPAIGN
CANDIDATE	ENDORSEMENT

**ROLE OF
THE MEDIA
HANDOUT**

I. Evaluate a local television news program as follows:

A. Station:_____ Date:_____ Time:_____

B. News stories presented:

Topic

Time Used

Visuals Used

(film, slides, videotape)

C. Feature stories presented (human interest stories, personality interviews, and things not necessarily currently in the news):

Topic

Time Used

Visuals Used

D. Summary of a 30-minute local news broadcast; note the total time used for:

News Features Weather Sports Miscellaneous

E. Advertising — list all products advertised by brand names and the total time devoted to these ads.

II. Evaluate a local newspaper as follows:

A. Name of Paper: _____ Date: _____

Number of Pages: _____

B. Analyze only the front page as to style and appearance. Describe your reaction to the paper based only on this.

C. Now quickly thumb through the entire paper's contents for all sections and describe your reaction to its style and appearance. If different from B, tell why.

D. Contents. What percentage of the paper is

1. News (measure in column inches)
2. Advertising
3. Stories from news wire services
4. Stories by local reporters
5. Feature stories, special features, comics, etc.

III. Monitor the television news for a particular day and compare/contrast with the newspaper coverage for that same day.

**THE TWO
PARTY SYSTEM
HANDOUT**

A political party is a group of individuals who share common beliefs and will work together to support candidates for elected office. In essence, the primary objective of the political parties is to acquire control of the government by means of the ballot. In the United States, the system has been dominated by two major political parties, namely, the Democrat and Republican parties. While there has been a number of third parties and independent candidates, political power has been held by one of the two major parties in most elections.

Unscramble the letters in each sentence below to complete the sentence.

1. Generally, the minority party serves as the (ospitopnoi) _____ to the party in power in the legislature.
2. Primary elections or caucuses are the methods most frequently used by political parties to select (esnacdiatd) _____ for government office.
3. A party's statement of its principles and goals is its (tfpalrmo) _____.
4. Political parties, among other things, (jetadce) _____ the voters concerning candidates and issues.
5. A party with the largest number of members in a legislature is the (jorytiam) _____ party.
6. Third parties are usually more (eologylilacdi) _____ oriented than are the two major parties.
7. Presidential nominees are chosen at the quadrennial national party (vnetonconis) _____.
8. A party's platform includes a number of (nkslap) _____ which are the party's philosophy on specific issues of national interest.
9. Legislative leadership generally comes from the (jytioram) _____ party.
10. Political parties attempt to provide (ehsoconi) _____ within our pluralistic society.
11. A candidate may win an election by receiving a (tiylarlup) _____ of the votes cast.
12. The party with the least number of seats in the legislature is the (noriimty) _____.
13. A person who has strong negative feelings about the political system is termed (atedilnae) _____.
14. According to state law, qualified voters who for various reasons are unable to go to the polls on election day, may cast an (sentbeea) _____ ballot.
15. An (bentmucni) _____ is a person who currently holds a political office or an official position.

**VOTING PATTERNS
HANDOUT #1**

After carefully reading the voting patterns section and analyzing the charts with your classmates, indicate in the spaces below whether the individuals described would be likely to vote or not. Then, assuming that each did vote, indicate whether they would most likely vote for the Democrat or Republican party. Remember to base your decisions on voting patterns of the group which **an individual** may or may not follow when apart from the group.

DESCRIPTION	LIKELY TO VOTE		PARTY	
	YES	NO	DEM.	REP.
1. An 18-year-old union member who is a high school dropout	_____	_____	_____	_____
2. An Hispanic female who is unemployed	_____	_____	_____	_____
3. A 40-year-old female accountant	_____	_____	_____	_____
4. A black Providence businessman who earns more than \$50,000 per year	_____	_____	_____	_____
5. A Spanish male with a master's degree and employed as a chemist	_____	_____	_____	_____
6. A Jewish plumber who lives in New York City and has a high school education	_____	_____	_____	_____
7. A Protestant, self-employed variety store owner who lives in a suburban community	_____	_____	_____	_____
8. A white Catholic clothing saleswoman who earns \$20,000 per year	_____	_____	_____	_____
9. A retired 70-year-old college professor who lives in Vermont	_____	_____	_____	_____
10. An unemployed 20-year-old Southern woman who lives in Atlanta, Georgia	_____	_____	_____	_____

VOTING PATTERNS
HANDOUT #2

Across the ideological spectrum, the search is on for new voters

By SAUL FRIEDMAN
Knight-Ridder Newspapers

WASHINGTON — Groups from across the political spectrum are engaged in what may be the biggest struggle ever to register and win the votes of some 77 million Americans who otherwise are not expected to cast ballots on Nov. 6.

The struggle crosses economic, class, geographic, racial and ideological lines, but generally the forces are arrayed like this:

- The Reagan-Bush Committee, the Republican Party and their allies in 173 trade associations and 88 corporations have aimed their registration efforts at the more affluent, white, suburban and conservative voters, particularly in the South and West.

- The Democrats and their allies, including trade unions, minority groups, women's organizations and students, are casting a broader net on the assumption — supported by polls — that most non-voters are Democrats. But they also have targeted blacks, women and other traditional liberal Democratic voters.

The Republican Party and the Reagan-Bush Committee have budgeted \$4 million each for voter registration. GOP finance chairman Joe Rodgers is raising another \$2 million through a separate, non-partisan organization, and interest groups allied with the Reagan effort are expected to spend millions more.

Tony Harrison of the Democratic National Committee estimates that the Democrats will be outspent by about five to one for voter registration. "If we can get lucky, we'll raise \$3 million or \$4 million, even including the help from unions and others," he said.

THE NON-PARTISAN Committee for the Study of the American Electorate has counted at least 124 separate registration campaigns involving more than 200 organizations. They range from the League of Women Voters and the National Indian Youth Council to the U.S. Chamber of Commerce and Mr. Reagan's old boss, General Electric.

Curtis Gans, who directs a Washington-based study of non-voting, guessed that dozens of other organizations are trying to sign up new voters. He described it as "an unprecedented outpouring of voter registration activity."

The reason is clear. President Reagan's victory margin over Jimmy Carter was far less than the number of voters who stayed home. In 16 states, the Reagan victory margin was 5 percent or less.

BLACKS ARE a special target of Democratic-oriented registration campaigns because of the obvious difference their votes could make in November.

Polls have reported that blacks oppose Mr. Reagan's policies by margins of 9 to 1, but they have had a poor voting record. However, the Rev. Jesse Jackson's campaign and special registration drives among black voters could make a difference for the Democrats some key states.

In Illinois, which Carter lost by 7.9 percent, blacks have nearly 13 percent of the possible votes (and Hispanics another 4.6 percent.) In Alabama, which Mr. Reagan carried by 1.4 percent, blacks have nearly 23 percent of the potential vote. In New York, where Mr. Reagan won by 2.7 percent, blacks comprise 12.4 percent of the voting age population and Hispanics 8.3 percent.

Blacks could have changed the 1980 outcome as well in Arkansas, Michigan, Mississippi, North Carolina, South Carolina, Tennessee, Delaware, Kentucky, perhaps Pennsylvania and, in partnership with Hispanics, in Texas.

BUT BLACKS make up only about 11 percent of the voting age population. They are outnumbered by whites even in states where they are heavily concentrated, and polls show that Mr. Reagan is a heavily favored among whites, especially men.

That's why Republicans have aimed their voter registration shots like lasers.

Reagan campaign director Edward Rollins predicts that about 5.5 million new Reagan voters will be registered by early October, including more than 1 million independents and Democrats who favor the President.

The Reagan campaign calls its targets "the growth states" where new industries and young businesses and executives have benefited from Mr. Reagan's policies. They include Texas, Florida, Washington, Oregon, California, as well as Connecticut and New Jersey.

Republican Party political director Bill Lacy noted that his computers have an "ethnic surname" program that he said can "code names with any ethnicity" to permit special mailings.

The Reagan registration campaign throughout the South, said one of the President's strategists, has profited from a backlash among whites who have reacted with hostility to the Jackson campaign and the upsurge of black registration. One Reagan adviser said Republicans have registered more than one white for each new black voter.

Declining voter turnout

Turnout in presidential elections

	Voting age population	% turnout
1960	109.7 million	62.8%
1964	114.1 million	61.9%
1968	120.3 million	60.9%
1972	140.1 million	55.1%
1976	150.1 million	53.6%
1980	164.4 million	52.6%
1984	173.9 million	

SOURCE: U.S. Census Bureau

Where non-voters could have made a difference

	Victory margin	Non-voters
Alabama	Reagan by 17,000	1.4 million
Arkansas	Reagan by 8,100	788,600
Maryland	Carter by 46,000	1.5 million
New York	Reagan by 606,000	6.7 million
North Carolina	Reagan by 39,000	2.4 million
Tennessee	Reagan by 4,700	1.7 million
Nationwide	Reagan by 8.4 million	77 million

Non-voters includes those not registered to vote and registered voters who stayed home on Election Day. SOURCES: Federal election returns, the Census Bureau

Permission to reprint requested.

**SPECIAL INTEREST
GROUPS**

There are 43 words here — can you find them?

PHSQYXJQYWHKJPZCNQJSSOHTTTMTZEBL
LHMWJYGDSBEORZFJOQILPIMGOOFUHKPW
AFBNZARKPVAUOIODMEFRUUNSETAGELED
NHAHRTAEWSGCSGGLVQCYZILRYRUVRFYC
KSWQVWTJENDORSEMENTOLIPFDEADLINE
PBKRURIPLKUSURJTVEQLABESKLEJAJWX
YZBYDDCWASDGMMXSTJAJSLVAMEESTXTL
NOKDTNTJLACDNVFBHCUCCOICJCNZQTEO
INTERVIEWNXYIINZEWITTJBTYTICKCRP
SNZXVTQUIJGYFIYMFTNIDWFPIRMMHTAA
NRGJTUOTJAPOCYABILNIYRKNEODOHSI
MNPUGRTSERETNILBGCQUFOSWNNHJIGK
SPHPWMHVESKRSJOVPOVQDILETIFNCDUQ
PSTZKRWFEZAPSPJABWLQTEDSACDGFREA
EYEZYDNWHPTXGPTONWVNJIEDDMJIAVLP
XXLRMOGRAPPORTIONMENTREWNEUAMMVP
SAIHPKJCVQHEEKOEIVBOEMFBADHPNWBQ
ATEAMEIDHKCRZNIYNARTONHGGIXMJSLT
GFOWHTEVXRNMWRQONINCMBRGAARAJVUP
CEROIQNRNCMAYUCDAIRAPRELPEYCDWER
WRRLRZUEFEHYVJWLLASCEGKEOITKUHC
AWOROSWRBAWKBATATSPLATFORMAHNIOP
IPCZYLSXCMISGIIIMBTNEDNEPEDNITLU
DGOQXMZACOUOTCDEHBNOMINATEIFCELB
ECNWCPAGRGNCERDETSIYBBOLFZDAACAL
MQGLJQCNCZGHPNIAKOPWCPYVWJUNCMORI
TXRPLANKDDSAIILNRLPQALEKJCATELXC
NVENFCIMFEMROMRBSFOUJMTMTTCIRLIA
IJSUQDXBQMRTVBVDPFLGPGERDCSOAAUN
RCOAMLQGARIIYTVZLXELYXXRXJJNLRMW
PNQMPRMQWVGJNPZLTERRTUBUAWUMGJQU
KKUGPXSVOITYMRGFUAGOEMNCUALYHFHKI

Here are the words to look for:

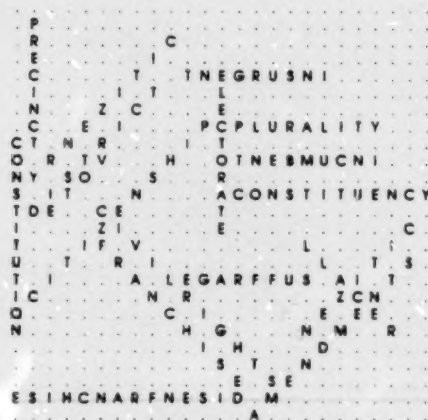
APPORTIONMENT	BANDWAGON	BICAMERAL
BLUE COLLAR	CAMPAIGN	CANDIDATE
COALITION	CONGRESS	CONVENTION
DEADLINE	DELEGATES	DEMOCRAT
EDITORIAL	ELECTRONIC MEDIA	ENDORSEMENT
ETHNIC	FACTION	FREE PRESS
GERRYMANDERING	GRASSROOTS	IDEOLOGY
INCUMBENT	INDEPENDENT	INTEREST GROUP
INTERVIEW	LOBBYING	LOBBYIST
MASS MEDIA	NAME CALLING	NEWS TRANSFER
NOMINATE	NOMINEE	PLANK
PLATFORM	POLITICAL PARTY	POLITICS
PRINT MEDIA	PROPAGANDA	REPUBLICAN
SPECIAL INTEREST	UNICAMERAL	VOTING PATTERN
WHITE COLLAR		

UNIT I
WHY VOTING IS
IMPORTANT

Handout 1 — Fill-ins for "Elections and the Right to Vote"

- | | | |
|-----------------|--------------|-------------------------|
| 1. citizenship | 6. poll tax | 11. referendum |
| 2. restricted | 7. literacy | 12. Natural-naturalized |
| 3. register | 8. residency | 13. constitution |
| 4. race - color | 9. eighteen | 14. legal |
| 5. women | 10. recall | 15. senators |

Handout 2 — Word Search Puzzle for "Voting"



UNIT II
THE REGISTRATION
PROCESS

Handout 1 — Fill-ins (Yes and No) for "Registration Eligibility"

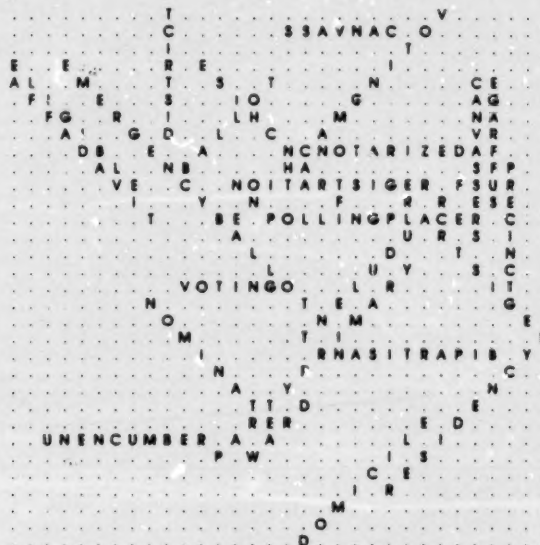
- | | | |
|-------------------|-----------|--|
| 1. Jane Doe | Yes - No | (if she retains maiden name) |
| | Yes | (if she takes her husband's last name) |
| 2. John Jones | Yes - Yes | |
| 3. Bill Verdon | No - No | |
| 4. Luis Gomez | Yes - No | |
| 5. Bob Hobin | Yes - No | |
| 6. Phil Holt | No - Yes | |
| 7. Jack Green | Yes - Yes | |
| 8. Sue Long | No - No | |
| 9. Betty Smithson | No - No | |
| 10. Kathy Hayes | Yes - No | |

UNIT II
THE REGISTRATION
PROCESS

Handout 2 — Fill-ins for "Voter Registration"

- | | |
|-------------------|------------------|
| 1. polling place | 7. notarize |
| 2. unencumber | 8. primary |
| 3. affidavit | 9. notary public |
| 4. felony | 10. nominate |
| 5. mail ballot | 11. moderator |
| 6. naturalization | 12. bipartisan |

Handout 3 — Word Search Puzzle for "Registration"



Handout 4 — Newspaper article for classroom discussion

Providence Journal, April 25, 1984, "Elections board says students in dormitories can vote in R.I."

Handout 5 — Newspaper clipping for classroom discussion

"Newspaper advertisement for a mail ballot"

UNIT III
THE VOTING PROCESS

Handout 1 — "True or False"

1. False — pull or push the plunger on the lower right side of the voting machine to activate it **before** entering the booth.
2. True — if a person is legally blind, he or she may bring someone into the voting booth to assist them.
3. False — part the curtains with your hands.
4. True — representatives from different political parties will go in to assist you.
5. False — no one sees you vote personally; the total votes cast are revealed only after the polls close.
6. True — simply push the lever back up to remove the X and push the correct one down.
7. False — you may write in a candidate's name on the paper behind the small slots on the left-hand side of the voting machine.
8. True — many candidates pass out material to voters at the polling place for this purpose.
9. False — no voter may take more than 2 minutes within the booth and may be removed by the warden (17-19-24 of the **Election Laws of R.I.**).
10. True — The Secretary of State provides this information to all registered voters in Rhode Island by mail before each election.

Handout 2 — Fill-ins for "The Voting Process"

- | | |
|-------------------------|-----------------------|
| 1. special election | 6. municipal election |
| 2. Party symbol | 7. straight ticket |
| 3. Election | 8. general election |
| 4. Split ticket | 9. master levers |
| 5. presidential primary | 10. primary election |

UNIT III
THE VOTING PROCESS

Handout 3 — Word Search Puzzle for "The Voting Process"

M . . . R . S . . . E E . T
U . . . R . E . A . . . T N . O .
C . N . S . P . E . D . L . A . C . H . L . S
O . . . I . P . E . D . L . A . C . H . L . S
N . C . C . E . I . R . O . A . N . C . A . R .
G . O . . . I . D . C . E . P . T . A . K . B . E .
R . N . . . N . P . . . I . M . N . M . . . N . S . V .
E . V . A . . . A . O . A . G . D . I . . . E . D .
S . E . C . . . C . L . N . L . E . A . L . E .
S . N Y . I . . . T . E . R . Y . . . L .
T L . T . . . I . E . L E .
I P . O . Y . R . V . F . E . . . G .
O . M . V . R . W . E . R . . . C . A .
G . E . N . E . R . A . L . E . L . E . C . T . I . O . N .
S . M R . T . F . E . D . E . R . A . L . I . E .
S . T . I . C . K . E . T . S . P . L . I . T . T . I . N . G . O .
A . R . . . T . U N .
P . . . S . B . S . T . R . A . I . G . H . T . T . I . C . K . E . T .
M .

UNIT IV
GETTING INVOLVED

Handout 1 — Word Search Puzzle for "Getting Involved"

. T . N . E . S . R . O . O . N . E D . . .
D . E . C . L . A . R . A . T . I . O . N M A T .
. J .
P O . R A
T I Y N
R T . C . D
O A . Y . I
N D . A
A D . I . T
G N . E
E A
. C . E . U . G . O . G . A . M . E . D
.
. S . E . N . A . T . O . R
. S
N G R
O I O
M A K
I P R
N A A
A M A
T A D
I C
O N

**APPENDIX A
ROLE OF THE MEDIA**

Handout 1 — "Role of the Media" worksheet

(ANSWERS WILL VARY)

**APPENDIX B
THE TWO PARTY
SYSTEM**

Handout 1 — Fill-ins for "The Two Party System"

- | | | |
|---------------|------------------|---------------|
| 1. opposition | 6. ideologically | 11. plurality |
| 2. candidates | 7. conventions | 12. minority |
| 3. platform | 8. planks | 13. alienated |
| 4. educate | 9. majority | 14. absentee |
| 5. majority | 10. cohesion | 15. incumbent |

**APPENDIX C
VOTING PATTERNS**

Handout 1 — Worksheet for "Analyzing Voter Characteristics"

(ANSWERS WILL VARY)

Handout 2 - Newspaper article for classroom discussion

Providence Sunday Journal, July 8, 1984, "Across the ideological spectrum, the search is on for new voters."

**APPENDIX D
SPECIAL INTEREST
GROUPS**

Handout 1 - Word Search Puzzle for "Special Interest Groups"

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P . . . . . G
L . . . . . N S E T A G E L E D
A . . . . . C I
N . . . . .
K . . . . . E N D O R S E M E N T C L . . . . . D E A D L I N E
. . . . . E L A . . . . . L E
. . . . . G . . . . . T A S L V . . . . . E E
. . . . . N H C C O I . . . . . C N
I N T E R V I E W . . . . . I N E I I T T I
. . . . . I Y M T I . . . . . I R M
. . . . . C Y A B I N . . . . . N O O
S . . . . . P U O R G T S E R E T N I L B G . . . . . O . . . . . N N
S . . . . . A . . . . . P A . . . . . L T D S A C G
S . . . . . E . . . . . P . . . . . T . . . . . N I E D D M I
S . . . . . E R . . . . . A P P O R T I O N M E N T R E . . . . . N E A
S . . . . . T . . . . . P C . . . . . E . . . . . V B O E M . . . . . A D P . . . . . B
G . . . . . T . . . . . P E I . . . . . R . . . . . N A R T O . . . . . G I M . . . . . L
G . . . . . O . . . . . T E . . . . . N . . . . . O N I N C M . . . . . A A . . . . . U
E . . . . . R L R . . . . . N R N . . . . . C D A I R A . . . . . P E C W E R
A . . . . . O R S . . . . . B W . . . . . A I A T S P L A T F O R M A . . . . . N I O P
I . . . . . P C . . . . . Y S . . . . . M S G I I M . . . . . T N E D N E P E D N I T L U
D . . . . . O . . . . . M A . . . . . U O T C D E . . . . . B N O M I N A T E I F C E L B
E . . . . . N . . . . . A R . . . . . N C E R D E T S I Y B B O L . . . . . D A A C A L
M . . . . . G . . . . . N G . . . . . P N I A O . . . . . C . . . . . N C M O R I
T . . . . . R P L A N K D S . . . . . A I N . . . . . L . . . . . A . . . . . A T E L C
N . . . . . E . . . . . S . . . . . O . . . . . M . . . . . C I R L A
I . . . . . S . . . . . E . . . . . F . . . . . G . . . . . E . . . . . O A A N
R . . . . . S . . . . . I . . . . . E . . . . . Y . . . . . R . . . . . N L R
P . . . . . . . . . . N . . . . . E . . . . . R . . . . . A . . . . . L
. . . . . G

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